SIXTY-FIFTH ANNUAL MEETING

OF THE

MARYLAND STATE TEACHERS' ASSOCIATION

BALTIMORE, MARYLAND

October 21 and 22, 1932

JAMES M. BENNETT, President

WALTER H. DAVIS, Secretary

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OFFICERS
MARYLAND STATE TEACHERS' ASSOCIATION AND AFFILIATED DEPARTMENTS FOR 1933

MARYLAND STATE TEACHERS' ASSOCIATION

President.....James M. Bennett, Co. Supt., Salisbury

First Vice-President.....Miss Eva Gerstmyer, School No. 214, Baltimore

Second Vice-President.....R. Floyd Cromwell, Brunswick

Treasurer.....Dr. R. Berryman, 4224 Euclid Ave., Baltimore

Secretary.....Walter H. Davis, Havre de Grace

Executive Committee:

James M. Bennett, President

Miss Eva Gerstmyer, Vice-President.

Dr. Samuel M. North, State H. S. Supervisor, 1929-32, Lexington Building, Baltimore

Charles W. Sylvester, Director Division of Vocational Education, 1930-33, 3 E. 25th St., Baltimore.

John L. Dunkle, Principal State Normal School, 1931-34, Frostburg

AFFILIATED DEPARTMENTS

Agriculture:

J. Homer Remsberg, Chairman, Middletown
O. T. Graser, Secretary, Oakland

Art:

Miss Mary H. Chrissenger, Chairman, Hagerstown
Miss Lena Picker, Secretary, 2228 W. North Ave., Baltimore

Classical:

Prof. Alice F. Braunlich, Goucher College, Baltimore
Miss Hattie J. Adams, Secretary, Western H. S., Baltimore

Commercial:

Miss Mary E. Bailey, Chairman, Berlin
Miss Katherine Bowersox, Secretary, Mt. Airy

Educational and Vocational Guidance:

Miss Mary T. McCurley, Chairman, Goucher College, Baltimore
Mrs. Alena Baker, Secretary, Girls' Vocational School, Baltimore

Elementary Principals:

Mrs. Margaret Upham, Chairman, Cumberland
Miss Emily Eversfield, Secretary, School No. 87, Baltimore

English:

Dr. Francis A. Litz, Chairman, Western H. S., Baltimore
Miss Caroline L. Ziegler, Secretary, 2704 N. Charles St., Baltimore

Grammar:

Miss Katherine Healy, Chairman, Hagerstown
Miss Edna Devilbis, Secretary, Mt. Airy

Geography:

Ivan C. Diehl, Chairman, Frostburg

History:

W. Stull Holt, Chairman, Johns Hopkins University, Baltimore
Miss Helen Miller, Secretary, Eastern H. S., Baltimore

Home Economics:

Dean Marie M. Mount, Chairman, University of Maryland
Miss Helen Weber, Secretary, Western H. S., Baltimore

Industrial:

Max Chambers, Chairman, Federalsburg
Lewis M. Kirby, Secretary, Gwynn's Falls Park Jr. H. S., Baltimore

Library:

Dr. J. H. Apple, Chairman, Hood College, Frederick
Mrs. M. A. Newell, Secretary, 6 E. Read St., Baltimore

Music:

Miss Genevieve P. Butler, Chairman, Forest Park H. S., Baltimore
Miss Margaret Benson, Secretary, Catonsville

Parent-Teacher:

Mrs. H. Ross Coppage, Chairman, 3510 Fairview Ave., Baltimore
Mrs. Fred H. Cook, Secretary, 2940 Harford Road, Baltimore

Physical Education:

Dr. Wm. Burdick, Chairman, 7 E. Mulberry St., Baltimore
Miss Bertha M. Schools, Secretary, 3 E. 25th St., Baltimore

Primary-Kindergarten:

Miss Grace Naumann, Chairman, School No. 44, Baltimore
Miss Clara Crockett, Secretary, School No. 51, Baltimore

Science:

Miss Mary C. Carroll, Chairman, 3 E. 25th St., Baltimore
Edward G. Stapleton, Secretary, Raspeburg

Secondary Education:

Earle T. Hawkins, Chairman, Bel Air
Raymond S. Hyson, Secretary, Reisterstown

Special Education:

Miss Lucretia Gibbs, Chairman, Baltimore
Mrs. R. D. Wygant, Secretary, Baltimore

Teacher Training:

Dr. Florence E. Bamberger, Chairman, Johns Hopkins Univ., Baltimore.

Vocational Education:

Allan Robinson, Chairman, Ottmar Mergenthaler School of Printing, Baltimore
Mrs. Frances D. North, Secretary, Western H. S., Baltimore

STANDING COMMITTEES FOR 1933

(Appointed by the President, James M. Bennett)

Educational Progress:

Mr. H. B. Chapman, 3 E. 25th St., Baltimore.
W. S. Fitzgerald, Supt., Princess Anne.
Miss Ida V. Flowers, Montebello School, Baltimore.

Resolutions:

Supt. A. C. Humphries, Snow Hill.
Miss Lillian Compton, Cumberland.
Miss Anna Shaw, Baltimore.

Auditing:

Dr. E. J. Becker, Western H. S., Baltimore.
Walter Huffington, Lexington Building, Baltimore.
George Gaither, 3 E. 25th St., Baltimore.

Credentials:

J. H. Schwatka, Southern Jr. H. S., Baltimore.
E. Guy Stapleton, Raspeburg.
L. G. Pullen, Catonsville.

Legislation:

E. W. Broome, Supt., Rockville.
Miss Edna Engle, Baltimore.
Mr. Ralph Webster, Frostburg.
Miss Hope Greenwell, Leonardtown.
Mrs. H. Ross Coppage, 3510 Fairview Ave., Baltimore.

Teachers Pensions:

Committee discontinued.

N. E. A. Home:

Grace Kramer, Bureau of Measurements, Baltimore.
Howard A. Kinhart, Annapolis.

MEMBERSHIP FOR SCHOOL YEAR 1932-33

(As reported January 1, 1933)

Allegany	24		Montgomery	12	
Anne Arundel	97		Prince George	69	
Baltimore	123		Quenn Anne	69	100%
Calvert	33	100%	St. Mary's	10	
Caroline	102	100%	Somerset	102	100%
Carroll	225	100%	Washington	400	100%
Charles	52		Wicomico	144	100%
Cecil	131	100%	Worcester	105	100%
Dorchester	131	100%	Salisbury Normal	11	100%
Frederick	281		Towson Normal	38	
Garrett	59		Miscellaneous	12	
Harford	176	100%	Baltimore City	915	
Howard	84	99%			

Total 3,405. Kent report not in Allegany report incomplete.

SIXTY-FIFTH ANNUAL MEETING
MARYLAND STATE TEACHERS' ASSOCIATION
BALTIMORE, MARYLAND

October 21 and 22, 1932

VISITATION

The morning of Friday, October 21, was devoted to visits to Baltimore City Schools. Mr. Sylvester had prepared and distributed a pamphlet stating the types of work to be found in the different schools and the county teachers in large numbers visited the city schools near the places of the general meetings.

GENERAL MEETINGS

Because of the large number of teachers expected, three general meetings were planned and held from 2-3 P. M., Friday, October 21, and one general meeting for the morning of Saturday, October 22. The attendance at the three general meetings Friday was between 5,500 and 6,000.

SECONDARY GENERAL MEETING

Friday, October 21, 1932, 2:00-3:00 P. M.

CITY COLLEGE AUDITORIUM

President James M. Bennett, presiding

Invocation—Rev. L. T. Reichard.

Address—"Secondary Education in the Machine Age"—Dr. George S. Counts, Associate Director of the International Institute and Professor of Education, Teachers' College, Columbia University.

Adjournment to Sectional Meetings.

INTERMEDIATE GENERAL MEETING

Friday, October 21, 1932, 2:00-3:00 P. M.

POLYTECHNIC INSTITUTE AUDITORIUM

Vice-President R. Floyd Cromwell, presiding

Invocation—Rev.————————Biddle.

Address—"The Threat of Leisure"—Dr. George R. Cutten, President, Colgate University.

Adjournment to Sectional Meeting.

KINDERGARTEN-PRIMARY GENERAL MEETING

Friday, October 21, 1932, 2:00-3:00 P. M.

CLIFTON PARK HIGH SCHOOL AUDITORIUM

Miss Eva Gerstmyer, Vice-President, presiding

Invocation—Rev. Kingman Handy.

Address—"What the Young Child Has a Right to Expect of His School"—

Miss Alice Temple, Associate Professor of Kindergarten Education, University of Chicago.

Adjournment to Sectional Meetings.

ALL GENERAL MEETING

Saturday, October 22, 1932

POLYTECHNIC INSTITUTE AUDITORIUM

President James M. Bennett, presiding

Representatives Assembly—9:00-10:00 A. M.

Annual Business Meeting

The following committee reports were read and approved:

Educational Progress by Mr. W. B. Chapman.

Legislation by Supt. E. W. Broome.

Resolution by Supt. A. C. Humphries.

The various meetings and their programs were accepted as the report of the Executive Committee.

Miss Eva Gerstmyer, of Baltimore, was elected president; Mr. James M. Bennett automatically became first vice-president; Mr. Floyd Cromwell, Dr. R. Berryman and Mr. Walter H. Davis were reelected second vice-president, treasurer, and secretary, respectively; and Supt. Bernard F. Gwynn was elected a member of the Executive Committee for three years, succeeding Dr. Samuel M. North.

PROFESSIONAL MEETING

11:00 A. M.—12:00 M.

Address—"Teachers and Teaching"—Dr. Edgar W. Knight, Professor of Education, University of North Carolina.

Introduction of President-elect, Miss Eva Gerstmyer, who declared the meeting adjourned sine die.

CONCERT ALL-MARYLAND HIGH SCHOOL ORCHESTRA

Saturday, October 22, 1932, 10:15-11:00 A. M.

POLYTECHNIC INSTITUTE AUDITORIUM

Conductor—John Itzel, Supervisor of Instrumental Music, Baltimore City Schools.

Guest Conductor—Philip S. Royer, Supervisor of Instrumental Music, Carroll County.

Orchestra Committee—Thomas L. Gibson, Maryland State Supervisor of Music; Philip S. Royer, Supervisor of Instrumental Music, Carroll County; John Itzel, Supervisor of Instrumental Music, Baltimore Public Schools; Charles C. T. Stull, Supervisor of Music Frederick County; Peter Buys, Teacher of Instrumental Music, Hagerstown High School.

Chairman—John Denues, Director of Music Education, Baltimore City.

Selection—"Old Glory"—Julius Seredy. In commemoration of the Washington Bi-Centennial.

Grand March—"Tannhauser"—Richard Wagner.

Overture—"Mignonette"—John Bauman.

Caprice—"Aphrodite"—Edwin Franko Goldman.

Solo for Trumpet—Wayne Strasbaugh—Hampstead High School. Accompanist, Charles Forlines, Public School Music Teacher at Manchester and Hampstead High Schools.

Andante from the "Surprise" Symphony—Joseph Haydn.

Menuet from the "Military" Symphony—Joseph Haydn.

Serenade—"Les Millions D'Arlequin"—R. Drigo.

March—"Bugles and Drums"—John Itzel.

PERSONNEL OF ALL-MARYLAND HIGH SCHOOL ORCHESTRA

Piano

Robert Packham, Jr., Baltimore City College; Catherine Stevens, Eastern High School, Baltimore.

Violin

Samuel Ford Baxter, Caroline High School, Denton; Sarah Boerner, Franklin High School, Reisterstown; Inez Botzler, Eastern High School, Baltimore; Dorothy Brookhart, Jarrettsville High School; Jean Louise Cairnes, Jarrettsville High School; Arthur Cordwell, School No. 90, Baltimore; Helene Maynard Davis, Jarrettsville High School; Leon Deans, Baltimore City College; Clair Eugene De Vore, Pennsylvania Avenue High School, Cumberland; Elizabeth Dimpert, School No. 47, Baltimore; Edward Elliott, Hagerstown High School; Patricia Evans, Eastern High School, Baltimore; Paul Finn, Caroline High School, Denton; Henry Finz, Hagerstown High School; Melvin Fradin, School No. 47, Baltimore; Morris Fleming, Hagerstown; Ivan Loy Frye, Pennsylvania Avenue High School, Cumberland; Carl H. Franz, Jr., Hagerstown High School; Mabel B. Garrison, Jarrettsville High School; Hively Gladhill, Elmer Wolfe High School, Union Bridge; Sylvia

Goldman, Western High School, Baltimore; Herbert Golombeck, School No. 41, Baltimore; Kathryn E. Gross, Jarrettsville High School; Claudia Harris, Sykesville High School; Irvin Herman, Baltimore City College; Charles Hess, School No. 79, Baltimore; Mary Hosfield, Eastern High School, Baltimore; Josephine Hubbard, School No. 1, Baltimore; James Hunter, Beall High School, Frostburg; William Jacobs, Catonsville High School; Marguerite Jenkins, Beall High School, Frostburg; Ruth Johnson, Eastern High School, Baltimore; Samuel O. Johnson, Caroline High School, Denton; Evelyn Kaplan, Western High School, Baltimore; Jacob Kaplan, Baltimore City College; Norval Kemp, Catonsville High School; Robert K. Kennedy, Frederick High School; James Lardusky, School No. 233, Baltimore; Frieda Lebowitz, School No. 49, Baltimore; Robert Lombardo, School No. 233, Baltimore; Harry H. Lutz, School No. 47, Baltimore; Harold Marx, Central High School, Lonaconing; Franklin May, School No. 90, Baltimore; Alfred Lynn McCune, Hagerstown High School; Richard S. Mehring, Taneytown High School; Henry Miller, School No. 90, Baltimore; Dorothy Naiditch, School No. 1, Baltimore; Edna Osbourne, Western High School, Baltimore; James Packett, Hagerstown High School; Jessie Pugath, Eastern High School, Baltimore; Billie Rank, Beall High School, Frostburg; Roderick C. Reed, Hagerstown High School; Henry I. Reindollar, Jr., Taneytown High School; Angelo Russo, School No. 41, Baltimore; Charles S. Sanner, Frederick High School; Carol Schilling, Eastern High School, Baltimore; Rose Scott, Eastern High School, Baltimore; Ruth B. Searls, Eastern High School, Baltimore; Philip Shepsle, Hagerstown High School; Melvin Sheer, Baltimore City College; Rhoda Shoben, Western High School, Baltimore; Maurice Siger, School No. 49, Baltimore; Augusta Smallwood, Western High School, Baltimore; Mildred Snyderman, School No. 40, Baltimore; Meyer Stressman, School No. 1, Baltimore; Mildred Tighe, Beall High School, Frostburg; Blanche Tonstein, School No. 40, Baltimore; Anne Vance, Eastern High School, Baltimore; Elvira Vinck, School No. 47, Baltimore; Jack Williams, Caroline High School, Denton.

'Cello

Mabel Bagg, Western High School, Baltimore; Valerie G. Blount, School No. 233, Baltimore; John Owings Cockey, Jr., Franklin High School, Reisterstown; Charles C. Ditto, Hagerstown High School.

Bass

William Zschunke, Baltimore City College.

Flute

Jacob R. Beard, Jr., Hagerstown High School; P. Talbott Jones, School No. 79, Baltimore; Wilson R. Toula, School No. 90, Baltimore.

Baritone

Orville Frock, Elmer Wolfe High School, Union Bridge; Raymond Leroy Myers, Manchester High School.

Trombone

Albert Baltzley, Hagerstown High School; William Cole, School No. 90,

Baltimore; Marion E. Harley, Frederick High School; Margaret E. Reindollar, Taneytown High School; Robert Rohrer, Hagerstown High School.

French Horn

Marvin L. Jacobs, Hagerstown High School.

Drums

Raymer Deer, Middletown High School; Daniel McCann, Liberty School, Libertytown; Rowland G. Ritte, Baltimore City College.

Drum and Bugle Corps

School No. 90, Baltimore

Bertha Ambrose, Charles Baldwin, Howard Becker, Ruth Berger, Alan Berlinicke, Walter Bierman, Ruth Botzler, Daniel Bridge, Sue Ellen Carlson, Margaret Carroll, Mason Chronister, Howard Creswell, Lawrence Delia, William Doyle, Elizabeth Englebrecht, Christopher Estes, Lillian Fennelly, Stella Hamilton, James Hazelwood, Howard Jones, Elizabeth Lieb, Eugene Lindsay, Harry Mann, Henry Matthai, June Miller, Richard Phelps, Oakley Roach, Robert Robinson, Anna Mae Rowland, Richard Sampson, Margaret Scott, Vivian Taylor, Norma Truitt, Elizabeth Tucker, James Turner, Edward Wedi, Ruth Wickman, Francis Williams, Stanley Williams.

Clarinet

Merlin A. Beam, Franklin High School, Reisterstown; Alvin E. Coleman, Jr., Chestertown High School; Thurman E. Finerock, Hagerstown High School; Horace Rogle, Hagerstown High School; Everett S. Fogle, Elmer Wolfe High School, Union Bridge; John Griffey, Hagerstown High School; Raymond W. Hahne, Pennsylvania Avenue High School, Cumberland; Jack Rowney, School No. 90, Baltimore; Samuel Stallings, Baltimore City College.

Saxaphone

John K. Baker, Hagerstown High School; Edna Bowman, Charles Carroll High School, Westminster; Blaine Broadwater, Elmer Wolfe High School, Union Bridge; Lynne R. Cheezum, Caroline High School, Denton; Carl Herzog, School No. 47, Baltimore; Louis B. Hess, Elmer Wolfe High School, Union Bridge; Curt Jeschke, School No. 79, Baltimore; Raymond Karchem, Baltimore City College; Jack Kepler, Middletown High School; Bernard Kramer, Baltimore City College; Charles Murray, Frederick High School; Robert Neikirk, Hagerstown High School; William I. Neikirk, Hagerstown High School; Clyde A. Pentz, Jr., Caroline High School, Denton; William Rigler, Hampstead High School; Arnold Ripperger, School No. 90, Baltimore; Robert C. Russell, Hagerstown High School; John Schmidt, School No. 90, Baltimore.

Trumpet

William Airy, Catonsville High School; Alva Baker, Catonsville High School; Ernest H. Bowan, School No. 41, Baltimore; John C. Crane, Jr., Towson High School; Leslie Eilbeck, Central High School, Lonaconing; George A. Erb, Manchester High School; Florus Grim, Brunswick High School; Richard Kepner, School No. 41, Baltimore; Richard La Course, Baltimore City College; Walter Lewis, Franklin High School, Reisterstown; John Carroll Loller, Chestertown High School; Brewer Middlekauff, Hagers-

town High School; Harold Rohrer, Hagerstown High School; Victor Rowney, Polytechnic, Baltimore; Robert R. Staley, Frederick High School; Robert M. Smith, Jr., School No. 70, Baltimore; Chester Snyder, Catonsville High School; Virgil T. Tawney, Hampstead High School; George Wilson, Caroline High School, Denton.

Tuba

Robert Glenn Miller, Hagerstown High School; David Schnebly, Hagerstown High School.

Tympani

Rowland G. Ritte, Baltimore City College.

REPORT OF THE COMMITTEE ON EDUCATIONAL PROGRESS

In spite of the trying times through which education along with all other vocations has been passing, real progress has been effected on all fronts. First and most important, it has and is adjusting its procedures to the fiscal conditions under which it labors. There have been consolidations, economies, and some retrenchments, but no break down of morale and no lessening of emphasis upon the non-deferrable nature of childhood education. Some of the more important achievements in the field of finance during the past twelve months have been as follows:

1. The State of Maryland paid every dollar appropriated in the State Public School Budget for distribution to the counties and Baltimore City. The State was in a position to meet all of these obligations because of the change in financing the State Public School Budget which went into effect October 1, 1931. In making this change, Governor Ritchie and the Legislature of 1931 acceded to the request of the State Board of Education that the State Department of Education should not be the only State department to have a cut in case the collections from the State direct taxes on property were lower than anticipated when the budget was prepared.

2. Sufficient funds were levied in every county so that together with State aid it was possible to carry the State minimum school program on a county tax rate for school current expense of not more than 67 cents on each $100.00 of assessable property.

3. Salary schedules have been preserved, at least, in principle. The State Department of Education ruled that it was illegal for any county to pay salaries below those fixed in the State school law. In Baltimore City, although all members of the Department of Education were required to accept a plan of contributing 6½% of their 1931 salaries "to help balance the 1932 municipal budget" the Board of School Commissioners adopted the policy of fixing all salaries in terms of the salary schedules of 1931.

4. By reason of a policy of retrenchment in county school expenses begun in September, 1931, by county school officials, with the full cooperation and approval of the State Department of Education, more than $300,000

of the 1933 State school budget will be returned to the State Treasury as an unexpended balance, and the State School budget requests for 1934 and 1935 will be upwards of $450,000 less than the amount contained in the 1933 budget, provided there is little or no reduction in the taxable basis in the Equalization-Fund counties. This will be made possible (1) by eliminating all new school activities that were provided for in the 1933 budget; (2) by making no extensions of present school activities that will necessitate additional expenditures; (3) by providing no new teachers for increased enrollments in county elementary and high schools except in extraordinary cases; (4) by reducing teacher replacements whenever possible; (5) by consolidations of small elementary and small high schools, wherever possible, when by so doing costs per pupil can be decreased and better educational advantages provided; (6) by better organization of school transportation routes and by awarding contracts for bus routes on a strictly competitive basis and to the lowest responsible bidders; (7) by eliminating salaries above the State minimum salary schedule, beginning September, 1933 in counties sharing in the Equalization Fund, unless the County Commissioners levy more than 67 cents to provide for these salaries; and (8) by using every opportunity to reduce school expenditures that do not directly contribute to the immediate efficiency of the schools.

5. Although the 1932 appropriation of the Department of Education of Baltimore City was $862,000 less than that of 1931, and in face of the fact that the increase of the number of pupils enrolled was greater than normal, an increase which would ordinarily require a large addition to the teaching force and many more materials of instruction, the school department in the fall of 1931 set to work to establish as many economies in operation as it was possible to effect. When vacancies occurred in the teaching force, classes were increased in size so as to reduce the number of teachers employed. Every effort was made to utilize supplies and equipment already on hand so as to avoid the necessity for purchasing new materials. As a result of these extraordinary efforts it is estimated that at the close of the fiscal and calendar year 1932 the Department of Education will turn back into the general city treasury an unexpended sum of money amounting to several hundred thousand dollars.

6. Notwithstanding reduced 1932 appropriations in Baltimore City it was found possible to continue the night schools so that those who had embarked on an extended program of studies were not seriously inconvenienced or handicapped. It was also anticipated that only two summer schools could be provided but out of savings accumulated during the first half of the year very nearly the full quota of summer instruction was maintained.

Teacher Preparation

As a result of the 1931 legislation, students who entered the Towson, Frostburg and Salisbury Normal Schools in September, 1931, enrolled for a course of three years. Members of the senior class were given an oppor-

tunity to elect to continue their course for either one or two years and a few chose to stay on for the two years. The lengthening of the course did not seem to have an appreciable effect on the number of freshmen enrolled, although the standards for entrants are being advanced each year. Retrenchment policies involving larger classes, a trained personnel made up almost entirely of normal school graduates, the lack of openings in fields other than teaching, the retention of married women, are all having their effect in reducing the number of teaching positions available for recent normal school graduates. As compared with conditions six years ago teacher turnover in the counties has been reduced one-half, while in Baltimore City the policies of retrenchment and consolidation are reducing still further an already low turnover. It is this gradual reduction in turnover which has made advisable more careful selection of normal school entrants and the lengthening of the course to three years.

Graduates of Baltimore City High Schools to be approved for admission to normal schools must now attain a graduation average of 80% or over in the major subjects of the third and fourth years. Furthermore, with the advent of graduates of the new three year curriculum the same requirements will be made of all candidates for teaching positions in elementary schools and the former subdivisions, kindergarten, primary, and intermediate, will be eliminated. The elementary school will thus be considered as a unit.

Provisions for the Physically Handicapped

Acting under the provisions of the legislation of 1931 the State Department of Education has provided instruction for physically handicapped children in the counties in special classes where there are sufficient numbers to justify the establishment of a class; for those children who cannot ride on regular school busses, but who can be taught in regular schools after they get there, it has worked out special transportation arrangements. The State Department of Education has also sent teachers to the homes of those children who are shut-in cases.

Special classes for crippled children were organized in two counties. Crippled children in seventeen counties were taught in their homes by properly certificated teachers, while special transportation facilities to regular schools were provided for children in six counties.

With the appointment of an assistant supervisor of vocational rehabilitation in September, 1931, who devoted his entire time to Baltimore City, the supervisor was able to give this attention to the special education and vocational rehabilitation program in the counties. The number of individuals to whom the rehabilitation service was available, therefore, doubled.

Two new one story buildings are now under construction in Baltimore City for handicapped children. The one for white pupils is designed to accommodate 500; the one for colored pupils is designed to accommodate 300. Although all types of physically handicapped children will be included, the major group will be the crippled. For them the planning of the buildings is designed to provide for three specialized types of activities: (1) Academic

instruction, (2) physiotherapy, and (3) vocational instruction. Academic instruction will be suited to the needs of elementary and junior high pupils but there will also be provision for the teaching of mentally handicapped children, since, contrary to common expectation, many physically hanicapped children are also mentally handicapped. The classrooms are designed to accommodate 25 pupils each. Except for a lavatory in each room the arrangements are such as are found in any standard classroom for ordinary children.

The physiotherapy unit consists of provisions for hydrotherapy, massage, corrective gymnastics and heliotherapy. Through the use of these four types of physical up-building children will be strengthened so that the relapse which often occurs after they have been released from hospitalization will be prevented and they will be the better enabled to carry on their academic school work. Both a treatment tank and a swimming pool will be used. The treatment tank is particularly helpful for cases of infantile paralysis (52% of the children of the school) whose muscles are so weak that they cannot exercise in air, but supported by the buoyancy of the water and lying on a treatment table, they are able to move arms and legs as directed by the physiotherapist. When the child has become sufficiently strong to exercise without the support of the submerged treatment table he is promoted to exercises in the swimming tank. From the swimming tank he is promoted to the massage room where his exercises are continued in air aided by bakings from infra-red lamps. If improvement continues, he is again promoted to the corrective gymnastic room where rowing machines and stationary bicycles strengthen his weak muscles to such an extent that he may be graduated from the physiotherapy unit. Simultaneously with this treatment he is given a prescribed dosage of heliotherapy or violent ray treatment. Both in the corrective gymnasium and in the play yard there are a series of six stairways whose risers vary from three inches to seven inches. Exercise on these and walking up ramps so strengthen the leg muscles of the child that he is enabled to walk up and down the ordinary stairways of home. The amount of time given to physiotherapy for a given pupil varies according to the individual need, but typically would be one-half hour twice a week.

The vocational instruction will be at two levels, a lower level for those children who are doubly handicapped and for whom the vocational training is designed to enable them to care for their needs in the home, and a higher level designed to identify those children who do have sufficient physical and mental ability to make successful adjustment in industry. Suitable equipment for this type of training will be furnished.

In the classrooms for the deaf and hard of hearing there will be special head phones at each pupils's seat. A rythm room with a specially constructed floor will aid in teaching these children the simple rythm of music and dance so to facilitate the acquisition of rythm in speech.

The visually handicapped children of the elementary level will be instructed in the regular schools of the city in classes for such children. When

they have reached the junior high school level, they will be transferred to the new schools where special provision is made for their junior high school instruction. There will be a home room for them in which special attention is given to lighting and special textbooks are provided with very large type.

The more severe cases of cardiac children are to be accepted in the new schools and enrolled in the classes for crippled children.

Consolidation of Schools

The number of schools for white pupils having one-teacher decreased to 489 in 1931-32. This number was nearly 100 fewer than for the preceding year. Transportation of the pupils from the closed one-teacher schools removed the handicaps which made the instruction inferior to that possible in the larger centers in which the teachers are better trained and more experienced, the attendance is more regular, there is more time to meet the individual needs of each child in the different subjects, there is less failure or retardation, and there is greater achievement on the part of the pupils.

Educational progress in the state, however, is not limited to the fields just mentioned. Many new buildings and much new equipment have been made available during the past year in spite of the depression. Curriculum revision and course of study making continue apace and are evidences of the realization on the part of school people of the deficiences of the present order. Probably in the long run the most significant accomplishments of the year are in this field since they represent a unified and constant effort to better the adjustment of subject matter and learner. So long as a professional attitude of this type stimulates a continuous study of educative processes and results, Maryland schools will not stagnate.

Respectfully submitted,
Ida V. Flowers,
W. Stewart Fitzgerald,
Dr. Harold B. Chapman, Chairman.

REPORT OF THE COMMITTEE ON LEGISLATION

The General Assembly of Maryland has not been in session since the last meeting of this Association.

The Maryland State Teachers' Association again renews its appreciation of the repeated helpful School enactments of the General Assembly, supported and stimulated by the leadership of the Governor of the State in his fine concern for the school system of Maryland. The State Teacher's Association looks forward with full confidence to a continuance of these policies.

The State Teachers' Association pledges its utmost support in meeting the challenge now present to see that no child misses his rightful chance of education.

(Signed) Mrs. H. Rose Coppage,
Miss Edna Engle,

Mr. Ralph Webster,
Miss Hope Greenwell,
Mr. Edwin W. Broome, Chairman.
Committee.

The Resolutions Committee begs leave to present the following report:

1. The thanks of the Association are tendered to Dr. David E. Weglein, Superintendent of Schools, and to the Board of School Commissioners of Baltimore City for their generous hospitality and helpful cooperation in providing suitable and adequate accomodations for the various meetings, also for opening their schools for observation to the teachers of the State, and for the many courtesies shown during the sessions of this convention.

2. We extend our thanks and appreciation to Mr. James M. Bennett, our able president, to Mr. Walter H. Davis, our efficient secretary, and to the Executive Committee for their successful efforts in presenting this timely and inspiring program.

3. Thanks and appreciation are due Miss Margarietta Collins, and Miss M. Theresa Wiedefeld, and their assistants, Miss Emma A. Boettner and Miss Agnes V. Delaney, for the well-planned and executed provisions for the entertainment of the teachers and friends at the second annual City-State Dinner and Dance.

4. We desire to express the thanks of the Association to the speakers, who by their addresses have contributed so materially to the success of the meeting, and to all who are in any way responsible for the excellent musical program and for the art exhibit, which have given pleasure and inspiration.

5. We pledge our support and cooperation to our State Superintendent, Dr. Albert S. Cook, whose far-sighted and progressive program has made Maryland outstanding in the field of public education. The Association desires to express its keen appreciation of the sympathetic attitude toward the cause of public education, with regard to both progressive policies and financial needs, continually shown by our Governor, the Honorable Albert C. Ritchie.

The following resolutions are presented for approval:

WHEREAS, according to Article 14, Section 11, of the constitution of the Maryland State Teachers' Association, the Association may on resolution provide at any time for such other departments as may seem advisable, and

WHEREAS, requests have been made by groups of teachers, members of this association, for programs dealing particularly with subjects of their major interest, and

WHEREAS, at a meeting held at the Hotel Rennert, October 6, 1932, the Executive Committee voted unanimously for the recognition of the following sections: Teacher Training, Elementary Principals, Special Educa-

tion, Science, Mathematics, and Geography.

THEREFORE, BE IT RESOLVED, that these sections be recognized and included as constituent parts of the Maryland State Teachers' Association.

WHEREAS the economic depression has caused unemployment and decreased income for many citizens of the State, and therefore considerable sentiment for reduction in public expenditures and taxes, and

WHEREAS it is the duty of school officials and teachers to safeguard the right of each child to an education during the school age period,

BE IT RESOLVED THAT the teachers of Maryland cooperate in every effort to exercise rigid economy in the conduct of efficient schools as long as the educational opportunities of the boys and girls are not reduced;

THAT the teachers of Maryland believe an efficient school system cannot be maintained without having trained teachers in every position, and that persons will not undergo the requisite long period of study and training for the teaching profession unless they are assured salaries which permit the standard of living required of teachers who must be examples to their pupils, and which make possible the continued study and cultural experiences essential for vital and effective instruction.

RESOLUTIONS COMMITTEE,
ANNA F. SHAW,
LILLIAN C. COMPTON,
A. C. HUMPHRIES, Chairman.

REPORT OF TREASURER

DR. R. BERRYMAN . December 10, 1932

In Account With

MARYLAND STATE TEACHERS' ASSOCIATION—DR.

1932		
No. 24	To balance First National Bank	$2,288.75
	To received W. H. Davis, Secy. County enrollment	2,548.10
	To received R. Berryman, treas., Balto. City Enrollment	1,003.00
	To Interest on Mortgages	330.00
	To Interest on Deposits	26.80
	To State Department of Education for 1931	100.00
	To Baltimore City Dept. of Education for 1931	25.00
	To Baltimore City Dept. of Education for 1932	25.00
	To W. H. Davis, refund postage	95.00
	To Supt. Woodland C. Phillips, Howard County	20.00
	To Supt. B. J. Grimes, Washington County	20.00
	To Supt. W. Stewart Fitzgerald, Somerset County	15.00
	To Supt. Louis C. Robinson, Kent County	15.00

To Supt. Nicholas Orem, Prince George County	20.00
To Supt. James B. Noble, Dorchester County	15.00
To Supt. George Fox, Anne Arundel County	25.00
To Supt. Edwin W. Broome, Montgomery County	25.00
	$6,596.65

CREDIT

Nov. 23—To William G. Whiteford—Art Section	$ 50.00
To Mrs. O. Latham Hatcher—Vocational Section	17.64
To Francis A. Litz—English Section	57.00
To Mortgage Guarantee & Trust Co	1,000.00
To N. E. A. Membership	80.00
To Lock Box	4.40
To Torsch, Franz Badge Company	17.50
To J. O. Malstt—Commercial Section	10.00
To Dr. Ella Lonn—History Section	40.00
To Dr. Jacob A. Evanson—Music Section	40.00
To Charles Scott Barry—Special Education Section	40.00
To Dr. William Burdick—Physical Education Section	40.00
To Expenses—Baltimore City College	17.00
To Expenses—Baltimore Polytechnic Institute	12.00
To Dr. Edgar R. Knight—University of North Carolina	186.32
To W. H. Davis, Secy.—Salary and Expenses	264.00
To R. Berryman, treasurer—Salary and Expenses	150.74
To J. M. Bennett, President	3.00
To Dr. Geo. S. Counts—Teachers College	115.20
To Charles W. Sylvester—Expenses	6.62
To Baltimore Chair Company	23.00
To Dr. Geo. B. Cutton—Colgate University	130.08
To Paul L. Cressman—Science Department	10.00
To Stenographer	10.00
To Frances R. Dearborn	25.00
To Refund	13.00
To Hotel Rennert—Meetings, Executive Comm. (3)	119.80
To Proceedings and Mailing	881.50
To All Maryland High School Orchestra	244.10
To Programs—Advanced and Regular	370.25
To Stationery, etc	131.66
To Miscellaneous	1.50
To Tax on Checks	46
Total Expenses	$4,111.77
Nov. 18—To Balance First National Bank	$2,494.88
	$6,596.65

No. 18.—Assets—in General Account

To Balance First National Bank	2,484.88
To Mortgages—Mortgage Guarantee Co.	6,000.00
Special Account	
To Mortgage—Mortgage Guarantee Co.	1,000.00
To Balance Savings Account	602.39

Respectfully Submitted,
R. Berryman, Treasurer.

REPORT OF AUDITING COMMITTEE

To the Maryland State Teachers' Association:

Your committee has examined the books, cancelled checks, vouchers, etc., of the Treasurer and has found them correct. We have also examined the mortgages held by him for the association and find them as stated in his report.

Ernest J. Becker,
Geo. W. Gaither.

WHAT THE CHILD HAS A RIGHT TO EXPECT OF HIS SCHOOL

Alice Temple, Associate Prof. Emeritus—University of Chicago

It is a far cry from the days of our pre-Christian ancestors when the young child had no rights whatever, not even the right to live, if his parents and society decreed otherwise, to our present day attitude concerning his right, not only to life but to education. Recognizing the childs' right to education, society requires of parents that they send their children to school for a period of eight to twelve years—not only for the childs' sake, but eventually for the benefit of society.

What then does the school owe this small individual who is to be under its influence for these several years?

1. The child has a right to an auspicious introduction to school life. First impressions are of tremendous importance, hence the necessity of sympathetic, intelligent and painstaking preparation on the part of the teacher for the first day of school. This means a schoolroom made as attractive to children as possible. Attention on the part of the teacher to her own appearance and manner; inviting materials with which children may immediately occupy themselves; an interesting, informal program which will enable children and teacher to become somewhat acquainted. The children should go home with eager anticipations for the next day. Of course there must be no "let down" after this first delightful day. One small girl, in reply to the question, "How do you like your new teacher and room?" said "I don't know yet. They are always nice the first day."

2. A second obligation of the school is the promotion of general physical efficiency and mental stability. We are becoming very much aware of

health needs and many school systems maintain excellent facilities for conserving health. As to the best methods of health teaching we have much to learn. We doubtless can and should establish a few habits that make for health and safety but a large part of the instruction given these young children fails absolutely to influence behavior. We must establish and maintain a classroom atmosphere that makes for ease, no excitement, happiness on the part of the children.

3. The primary period is a period of "experience getting". It is the childs' right to participate, during these early years in school activities that will continuously extend and enrich his understanding of the world in which he lives. Two school subjects which are beginning to come into their own should, if properly handled, afford him this opportunity. These are the social studies and natural science.

Fortunately the great interest which young children manifest in the activities and occupations of the people in their environment supplies the natural starting point for work in the field of the social studies. However, the activities and projects which the children themselves imitate and carry forward in response to "the stage which is set" even though these involve some social-studies content or subject-matter, is not enough. The school which proceeds on the assumption that it is enough, is under the temptation, as Dewey has said, "to improve its subject matter. It must take advantage of unexpected events and turn to account unexpected questions and interests. Yet if it permits improvisation to dictate its course the result is jerky, discontinuous movement which works against the possibility of making any important contribution to educational subject matter."

The social-studies curriculum then, like that in science and other subjects, should be carefully planned in advance, in general outline at least. The material selected must fall within the range of the childrens' experience. It must be sufficiently familiar and objective to be capable of being understood by them. It must have relatively large social significance. Phases of domestice, industrial and civic life which touch the childs' life and which minister to his needs for food, shelter, clothing, protection, transportation, communication, recreation, etc. are examples of such material. Furthermore, the children must be helped to organize the material so that it will have fullest meaning for them. Probably the organization of the material in large units of work or activity which will carry the subject-matter (ideas and meanings) and at the same time provide a wide variety of problems and call for many different modes of expression is the best means for this purpose. Such units should provide ample opportunity for the exercise of individual initiation and creativeness.

Finally these units should be arranged in a psychologically developing series, each of which will help solve the problems raised by the preceding unit, or in any case, be a natural and significant outgrowth of what has gone before.

What has been said about the selection and organization of social-studies

material applies equally well to science material. The subject content in both fields is too valuable in itself to be left to chance, as is so often the case when the teacher is satisfied with such subject matter as happens to grow out of, or be demanded by, the "activities" in which the children engage.

4. Another obligation of the early grades is the enrichment of the childrens' lives through introducing them to the arts. Such modes of expression as drawing, modelin, constructive, dramatization, oral and written language are developed naturally in connection with other school subjects, especially social studies and nature-study. But music and literature represent cultural products which should be part of the childs' inheritance. The musical selections—songs, stories, poems, and books—which are presented to children at different age levels should be much more carefully selected than they are in many schools.

5. Again the school owes the child intelligent and sympathetic help in making what Professor Morrison calls the "primary social adaptation." When a child has made a social adaptation it means, according to Morrison, that he has voluntarily and habitually taken on a new type of behavior because of a changed attitude. For example, one such attitude may be disignated as "personal self dependence." Others are "obedience to authority", "participation in group activity", "fair play", etc. If we allow children to go through the school without a fair start toward making the most important of these social adaptations, they are going to find life very different.

6. Finally, the child has a right to the best possible start which the school can give him in gaining control of the fundamental skills—reading, writing and arithmetic. In their emphasis on other values some of the people in our field have neglected these absolutely necessary tools of learning. Each has its beginning in some form, as early as the kindergarten level, and at no place during the primary years should any one of them be neglected. During each of the school years the problem with these, as with other school subjects, is one of what and how at this particular stage of the childs' development.

THE TASKS OF TEACHERS AND TEACHING

(Abstract of address by Edgar W. Knight, of the University of North Carolina, before the Maryland State Teachers' Association, October 22, 1932.)

Competent observers and critics of our present scene say that we have lost the triple political, economic, and moral leadership which we held in the western world a decade and half ago. Even the beautiful American dream of a richer and a better life for everyone turns out to be a frightful nightmare. Moreover, as a distinguished American historian has recently pointed out, it appears that we have almost completely abandoned, during the past fourteen years, the idealism of other years and substituted material prosperity

as our sole national pattern. Big, quick, and easy money has become our one standard of value. Our national leaders have talked chiefly of economic prosperity. He says we have lost our character and that our courage, which was formerly such a conspicuous quality among us, has given way "to a craven fear and a pessimism that has been unfathomable." When things went well we boasted and blustered. Now that they have gone wrong we whine. Worse, he thinks, than economic depression is "the depression of character and standards of national life," due to our dependence for happiness upon material things and "caring for nothing else in the world if we can be temporarily prosperious."

During this period of confusion and anxiety, with stability giving way to instability, certainties to uncertainties, and hopes to fears, the outbursts against education have been widespread and vigorous. These attacks have been rather extraordinary. In other crises education was pointed to as the foundation of public well-being and public well-doing and the certain means of recuperation. It was cherished as the source of our national life. If the records of the past can be believed, this is the first time since the idea of public education began its slow but steady conquest of this country, that so many severe criticisms have been aimed at it.

Much that the teachers have been paid by the public to do has been violently assailed. The elementary school has been denounced as aimless and based upon false beliefs; its curriculum is said to be outworn and its teachers lacking in standards of discipline and guilty of the unpardonable sin of teaching unrealities. The secondary school has been called an expensive and inert fetish. Higher education has been pronounced degenerate. These charges have been made by the alleged friends of education and in many cases by high authority whose opinions are respected. Some intelligent and influential people have not only questioned but actually denied the validity of some of the principles accepted and settled in the public educational policy of every American commonwealth.

Many so-called social philosophers have assumed in recent months to assess responsibility for the distressing condition of the United States, if one may judge by their post mortem opinions and verdicts. "Our education is one of the sad failures of our history" says one eminent American. Another says that the wave of criminality which we have witnessed would be impossible if the schools had done their civic duty; another that our education has not provided leadership in a democratic society; another that education is hindered because its purposes are not clear, and that "we are supine before the organized forces of corruption and personal advantage." Robbery, murder, and political dishonesty, more prevalent here than in any other country, are charged to the failure of our schools. Another authority says that American idealism is increasingly disparaged and forsaken by the public school, that we have turned our backs on altruism, once so fondly cherished, and have become materialists. Ideals have departed from the schools, he says. Each year, says another critic, the people are called on for more money to teach citizenship in the schools and each year records an increasing percent-

age of the school product that does not even go to the voting places. Education has not developed a sense of duty among the people says another American leader. The United States Commissioner of Education says that we need more moral and ethical instruction. The president of a great university says that we must concede that education has signally failed. The crisis through which we are now passing, he says, is the result of our own folly and incompetence. By these verdicts it should be clear to us that if the bottom has not dropped out of our educational order it is certainly a bit leaky.

An English cynic has said that civilization seems to be the disease fastened upon man by his effort to build a just society out of very rotten material. But man's actual achievement is the answer to the cynic. True, modern society is in a maze of injustice and inequality. But perils have faced mankind before. Homo Sapiens has by this time had much practice in meeting and mastering difficulties. He has done fairly well at the job, else there would be no civilization to face a crisis of any kind. Moreover, are we convinced that the saving forces of civilization are really less vigorous than formerly? Are we sure that all or almost all men are apes and tigers? True, also, the road along which we have traveled to put the jungle behind us has been long, laborious, and bloody; and we did not always leave all our jungle luggage behind. But not everything has gone completely to the demnition bow-wows, although it does at times seem so.

The loyalty and patriotism of teachers have recently been put to an unfortunate if not an unnecessary strain. They must be aware that the assualts upon education during the past two years are contrary to the best educational ideals and traditions of this country. But those who find themselves discouraged should recall the history of this country. That record shows how we have overcome difficulties in the past and it should inspire faith in our capacity to overcome the difficulties of the present. Ideals and a resolute spirit have always triumphed over obstacles as stubborn as any we now face. The schools of this country are the children of idealism and resolution. Therefore, the present conditions should dispose us to earnest reflection. The way to recuperation and to hope in the past lay through effective teaching. That way must be found now through the same means.

Whether the recent and current criticisms are even partially justified, school teachers and managers are facing an extraordinary test of merit. A revaluation of their work is being made. And if "we are in the boldest, most dangerous adventure that ever challenged the intelligence and spirit of mankind", as Stuart Chase says, then teachers and school administrators are summoned as never before to do something and thus demonstrate that they believe something. What seems to be a most disheartening period should be looked upon as a most inspiring opportunity for those who go about the villages of this country teaching. But we must fling ourselves at the hard task of defining our place in times like these. What all of us need to learn, I believe—the teachers and managers of the schools, those who sit in judgment upon their work, the parents and public—is that "ruin and recovery alike

are from within," as Epictetus said in his golden manner many centuries ago.

In the past, it appears, teaching was looked upon by many people as a dedication; it called for faith and a conscious devotion to effort in the cause of public well-being, often with no assurance of adequate and comfortable material reward. This spirit and faith served to give to the work of teaching much of its finest quality and to keep it elevated above that blind materialism that is said to have gained so much strength in recent years.

How to preserve that quality in teaching and retain that lofty view of education is probably our most insistent task at the moment. There are signs that the present crisis is more than economic—that there is real danger of a moral and spiritual depression in education. Whether this is due to the limitations of intelligence, to weakness of character, or to defects of temperament among us is not clear; but it may be well for us to consider whether we have not lost some of the idealism that characterized our work in the past. It would be very unfortunate indeed if the school workers of this country should feel themselves hemmed in, and unable to do more than complain, to console one another in their distress, to denounce, and to sit supinely by waiting for the final execution. And it would be cruel if the philosophy of defeatism now likely to spread among us should find its way to the children and young people whom we teach. We need to restore in ourselves and in them and their parents confidence in the unquestioned value of the cooperative enterprise we call education. We must reaffirm our faith in our ability to arise and to lead the way out of confusion. We must refuse to be disheartened.

The forces of evil that we are expected to combat are numerous, belligerent and stubborn. So have they always been. But if we are useful in helping to find a cure for our present democratic stagnation and social confusion, we must be more eager than ever before to leave the world better than we found it. We must also be prepared to endure hardness. Above all we must make sure that our work is excellent. We must learn and follow the advice given by the Greek poet, Hesiod, more than 2,500 years ago: "Before the gates of excellence the high gods have placed sweat. Long and rough is the road thereto".

We must do our level best to prevent the schools from sharing in the loss of idealism that life in general is said to have incurred. Perhaps it would be well for us to ask whether the schools suffer in aims and purposes from the get-educated-quick methods as our national life is said to suffer from the get-rich-quick philosophy; whether the schools and teachers can really help us as a nation and as individuals to recover our character and our courage; whether they can actually help in showing what really makes life worth while and what is really worth striving for by men.

Perhaps school teachers and managers and the public alike should inquire whether we have been promising too much in the name of schooling—whether we distinguish in our work clearly between schooling and education. Have we encouraged ourselves and the public to look upon the school as a magical

institution? It does appear that some of the claims made for the beneficence of schooling, popularly considered education, have been extremely high if not a trifle extravagant, especially within recent decades when public schooling reached its loftiest triumphs. Have we not said that the school would serve as a delightful and unfailing specific for most if not all of our ills; that it would remove and prevent poverty, distress, illiteracy, insanity, crime, political corruption, unemployment, divorce, and a host of other afflictions; serve as a vaccination against all social well-being, civic righteousness and international good will? In short, the school would be the soverign solvent of all our problems.

But it now appears that many of the promises made in the name of schooling are unfulfilled. We have mastered the forces of nature, but we are oppressed with a feeling of insecurity. We witness the almost unbelievable extent of poverty. We know that racketeers and gangsters thrive with the knowledge if not indeed the consent of public officials. It is hard to believe the evidence of unfaithfulness, incompetence, cowardice, suffering, crime, indifference, and the strength of the monopoly of mediocrity among governing authorities. In other days we were almost lyric in our praise of our educational arrangements. Now we are almost violent in our criticisms of them, for almost daily we are informed that the work of the schools and teachers has failed.

In the face of these conditions, those who lightly assume the function of school teachers or managers must take care. We should never lose sight of the fact that the essential needs and aspirations of men and women today are not unlike those needs and aspirations that perplexed our forefathers. Perhaps we should consider also the wisdom of disencumbering ourselves of any superfluous pedagogical luggage that impede our real progress, and indulge ourselves less in theoretical generalties. We must be less apt at vapid vanities. The cult of freedom, license, indifference, and easy optimism, and the growing vogue of toleration for almost any and everything in modern pedagogy may reflect our eagerness to have education in the mode of fashion.

It is important for those who teach to feel their feet beneath them, to have positive convictions, and to know for a certainty what men live by in this world. The great teachers and educational workers of the past gained and retained lofty conceptions of their work among their fellows; they had high views of the functions of teaching and consistently magnified their office. They knew that those whom they taught should carry away from their teaching increased powers of endurance and liberation from slavery, prejudice, irrational fear and passion and be equipped to face the vicissitudes of life. Above all, they knew that teachers can never give their students that which they themselves do not have. They believed that genuine teaching is an art that no rash hand may profane.

Perhaps at no time in our history has transitory pedagogical opinion played so large a part in our educational life as in recent years. Especially has the immediate, which is only a mere fragment of our past and of our

future, held a large place in the realm of education. It seems within the limits of the facts to say that much of our current educational philosophy is a creature of the immediate moment, a condition that may make it difficult for schooling to enrich deeply or to sustain fully those who have access to it. Education without a definite, worthy purpose cannot long endure. Perhaps belief in some of the once respectable virtues would serve to quiet our own unsettled spirits and to dispel some of the doubts about us. Perhaps we need to have our "eyes on a longer past and a longer future," if we are able "to call the future from its cradle, and the past out of its grave."

If the immediate world "is too much with us," if we have laid waste our powers "in getting and spending," if a special uneasiness now perturbs us, if we are prisoners of hope, we must turn to the stronghold. To be a teacher today and indifferent to social problems is to deny the claims of the future. In a real sense the teachers of this nation are the trustees of posterity. Their main task is to teach. But before teaching we must learn how to teach. We cannot teach with a certainty that which we do not ourselves possess. The command to teachers to discover what men live by in this world is not often written in the books on pedagogy. It is not found in our traditional and conventional codes on school teaching. But this command is nevertheless written plainly in the great constitution of the race and bears the weight of the unquestioned authority of humanity.

AGRICULTURAL SECTION

CITY COLLEGE—Friday, October 21

J. Homer Remsberg, presiding

The following officers were elected to serve in our section for the next year: President, Harold A. Remsberg, Vocational Agricultural Instructor, Smithsburg High School (Home address—Middletown, Md.) Washington County; Vice-President, Elsie M. Hill, Flintstone (Allegany County); Secretary-Treasurer, James R. Ward, Snow Hill, Md.

About thirty were in attendance in our sectional meeting and were addressed by Dr. E. O. Fippin, Federal Farm Board, subject—"Agriculture in Haiti." Miss Elsie M. Hill, Flintstone—"Correlation of Science and Agriculture in our High School." Dr. Harold C. Cotterman, Head of Department of Agricultural Education, University of Maryland—"Vitalizing the Teaching of Farm Management and Agricultural Economics."

J. Homer Remsberg.

ART SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

The annual meeting of the Art Section of the Maryland State Teachers Association was held on Friday, October 21st, 1932, at 3:15, in Room 339

of the Baltimore City College. Miss Mary Helen Chrissenger of Hagrestown, presided as Chairman. The program was as follows:

3:15—"Helps and Hindrances in Creative Art Education." A lecture with illustrations by Miss Edith L. Mitchell, Teacher Training Department, Maryland Institute, Baltimore, Maryland.

4:00—"Art . . . Free Expression in the Schoods." Mrs. Bernice A. Brouwer, Art Department, Towson Normal School, Towson, Maryland.

4:45—Election of Officers.

4:50—"Art as a Vocation and an Avocation" (Vocational Guidance, Worthy Use of Leisure). Robert Hunter Patterson, Baltimore, Maryland.

In connection with this meeting an "All State Art Exhibit" consisting of art work of all grades from city and county schools was viewed in an adjoining room.

Election of officers for the year 1933 resulted in the election of—

Chairman, Mrs. Bernice A. Brouwer. Residence: 418 Rosebank Avenue, Govans, Baltimore, Md. Art Teacher at Maryland State Normal School, Towson, Maryland.

Secretary, Miss Edith B. Mitchell. Residence: 3706 N. Charles Street, Baltimore, Md. Head, Teacher Training Department, Maryland Institute, Baltimore, Maryland.

The attendance at this meeting numbered ninety-eight members.

Lena A. Picker, Secretary.

CLASSICAL SECTION

Dr. Alice Braunlich, Presiding

BALTIMORE CITY COLLEGE—Friday, October 21

In accordance with its custom of the past few years, the Classical Club of Baltimore, met in conjunction with the Classical Section of the Maryland State Teachers' Association on October 21, 1932, the President of the Classical Club, Dr. Alice Braunlich, of the Latin Department of Goucher College, presiding.

After the reading of the minutes, Dr. Braunlich spoke of the death of Dr. Wilfred P. Mustard, who as one of the charter members of the Classical Club had been president in 1920 and from 1928 until May of 1932.

Miss Margaret Englar, head of the Department of Latin of the Western High School and chairman of the committee to draft resolutions on the death of Dr. Mustard was called upon to read the resolutions. It was moved and seconded that they be adopted, that they be spread upon the minutes and that copies be sent to Dr. Mustard's family.

Dr. Braunlich introduced as the speaker of the afternoon, Prof. J. F. Templeman of the Baltimore City College, his subject being: "Warfare, Ancient and Modern." In this most scholarly and interesting paper, Prof.

Templeman showed that modern warfare is a development of the ancient and that everything in war is an inheritance from Rome. As now, so in ancient times, war consists of fire and shock. Every modern invention used in war had its prototype in ancient times. The generals differed in that the ancient leader was at the head of his troops, not in the rear. From the Assyrians, the Medes, and the Persians, modern warfare received help.

As a concrete example, Prof. Templeman mentioned a general of the World War, who after reading an account of Jonathan's assault on the Philistines through the pass at Michmash tried the same pass, surprised the enemy and conquered just as Jonathan had done so many years ago.

At the conclusion of the paper Dr. Braunlich announced that pamphlets, helpful to teachers of Latin had been sent for examination by Dr. Sabin of Columbia and that they could be purchased at the conclusion of the meeting.

There were present representatives from Goucher College, Loyola College, Woodstock College and from the public and parochial Junior and Senior High Schools of the city.

Hattie J. Adams, Sec'y-Treas.

COMMERCIAL SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Miss Mary F. Bailey, Chairman, presiding

The annual meeting of the Commerical Division of the Maryland State Teachers' Association was held on Friday, October 21, 1932, in room 107 of Baltimore City College, Baltimore, Maryland, approximately 135 commercial teachers, supervisors, and commercial representatives were present.

The meeting was called to order by the Chairman, Miss Mary F. Bailey, at 3:15 P. M. The minutes were called for, read, and approved. The Chairman read an announcement of the Conference on Business Education to be held in connection with the meeting of the Business Education Department of the National Education Association at the University of Chicago, June 29 and 30, 1933. Mrs. Frances D. North made an announcement concerning the Maryland District of the Business Education department of the National Education Association, the dues of which association are $1.00 a year.

The Chairman then introduced the speaker, Mr. J. L. Malott, Specialist in Commercial Education, Department of the Interior, Washington, D. C.

Mr. Malott selected for his discussion the following topic: "The Changing Economic Situation and the Demand for Quality vs Extreme Mediocrity of Commercial Education." In the discussion of the mediocrity of commercial education in general, the speaker first considered some of the handicaps under which commercial education is carried on as follows: (1) mediocrity of teacher training (2) mediocrity of pupil material (3) mediocrity in equipment and standards (4) mediocrity in state programs of commercial education and (5) mediocrity in guidance. Most of the Commercial teachers are being trained by private business colleges which do not meet the requirements for teacher

training at all. Equipment and standards have been handed down from the past. This mediocrity will be continued as long as the commercial teachers as a group will tolerate it. It will be necessary for the states to have a philosophy of commercial education and a program comparable to that in the other state departments of education. Standards of intelligence should be set up and tests given to eliminate those who are beneath this standard. What guidance there has been, has been too much along the lines of occupations and not along the lines of industry. The mediocrity in actual classroom practice is probably due to poor teacher training and lack of proper supervision and the fact that commercial teachers have a greater problem than any other teachers. It is important that a course in general business training be given in every system of commercial education. This training should be general rather than technical since only .6 of one per cent of pupils graduating from the commercial department ever get positions using that work. The commercial programs should be adjusted to the needs of the communities.

The speaker commended Baltimore City on its efforts to trace the graduates. He impressed upon the group the importance of working as a body in trying to solve the big problems that confront commercial education, building the programs of the annual meetings upon committee work in guidance.

After the principal speech, Mr. Malott answered the several questions asked him: (1) What is to become of bookkeeping? Bookkeeping must be placed on a more practical basis. Less time should be spent on those things the pupil already knows and more time given to things which he does not know and which he will need. (2) How far should shorthand and typewriting be correlated? There should never have been two separate courses for typewriting and shorthand. Typewriting and transcription should go hand in hand.

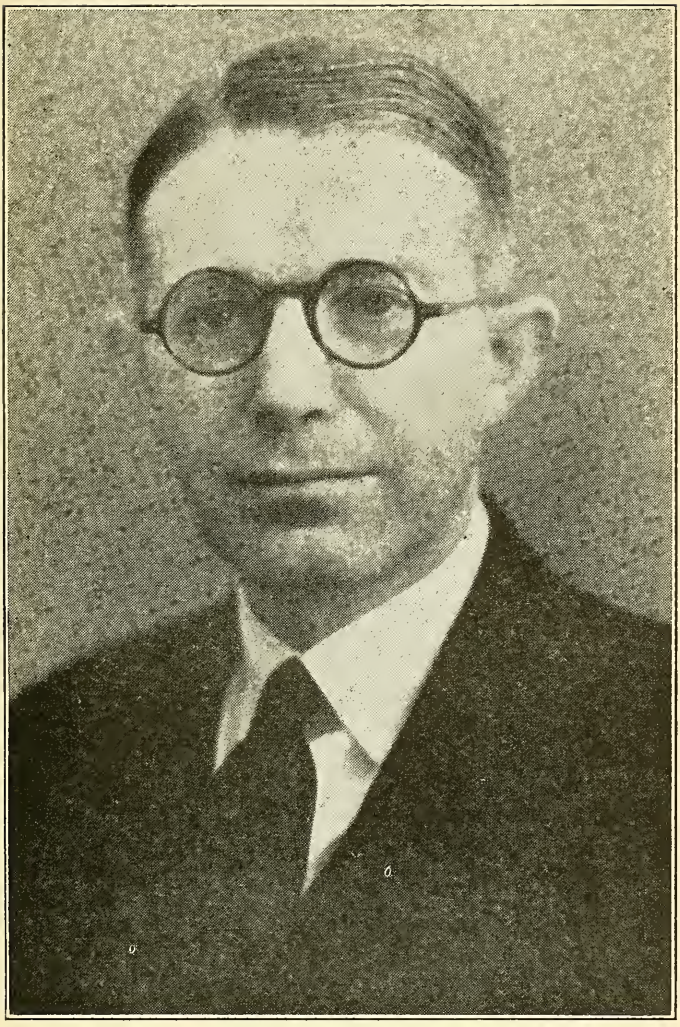
In his concluding statement, the speaker emphasized the fact that every commercial teacher should have access to all the material put out by the publishing companies in the commercial field.

Mr. Clyde B. Edgeworth, Supervisor, Commercial Education, Baltimore, Maryland, gave a few facts about commercial education in Baltimore City. An amount between sixty and seventy thousand dollars has been spent for office equipment alone in the city. The department has been very fortunate and has secured almost everything asked for. The qualifications of the teachers have been fairly satisfactory.

While the nominating committee was conferring, Mr. George P. Eckels greeted the association and answered the question relative to results obtained in large and small classes. In his opinion, results obtained in large classes are just as satisfactory as those obtained in small classes.

Mrs. Frances D. North gave the report of the nominating committee. This report was accepted by the association and the following officers unanimously elected: Chairman, Mr. Harvey C. Jones, an instructor at City College, Baltimore Md., and Secretary, Miss Molly Saphell, Vice-Principal of Franklin High School, Reisterstown, Md.

M. Katharine Bowersox, Secretary.



JAMES M. BENNETT, President

EDUCATIONAL AND VOCATIONAL GUIDANCE SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Miss Mary T. McCurley, presiding

A joint luncheon meeting of Educational and Vocational Guidance Association and Secondary School Association was held at Huber Memorial Church at 12 o'clock, October 21.

Dr. Richard D. Allen, Assistant Superintendent of the Providence Rhode Island Public Schools, addressed the group. There were 96 guests present.

The afternoon meeting of the Maryland Vocational Guidance was held at City College. Reports of the Standing Committees were read. Representatives from several of the County schools discussed guidance work as being carried on in their schools. Dr. Allen then answered several questions asked by the members. A lively discussion followed. About 60 members were present.

The following officers were re-elected for the coming year:

President—Miss Mary T. McCurley, Goucher College, Baltimore, Md.

Secretary—Mrs. Allena R. Baker, Girls' Vocational School, Baltimore, Maryland.

Treasurer—Mr. Irvin D. Medinger, Placement Bureau, Baltimore Public Schools, Baltimore, Maryland.

ELEMENTARY PRINCIPALS' SECTION

POLTYTECHNIC INSTITUTE—Friday, October 21

Mrs. Margaret Upham, presiding

The program follows:

I.—Meaning and Implications of Unified Teaching—Miss Frances Dearborn, College for Teachers, Johns Hopkins University.

II.—Influence of the Principal's Philosophy upon Curriculum Reconstruction—Supt. E. W. Broome, Montgomery County.

III.—Presentation and Evaluation of Units of Work—

a.—Social Studies—Miss Mildred Willison, Principal Gephart School, Allegany County.

b.—Literature—Miss Irene Steele, Principal Elementary Education, Towson Normal School.

IV.—Summary—Miss Mary Adams, Principal Montebello School, Baltimore, Maryland.

Miss Edna Rolker of Baltimore was elected president, and Miss Mae Steig of Baltimore secretary.

BALTIMORE CITY COLLEGE—Friday, October 21

ENGLISH SECTION

Dr. Francis A. Litz, presiding

The English Section of the Maryland State Teachers' Association and the Maryland Chapter of the National Council of Teachers of English held the first meeting of the year at the Baltimore City College, October 21 at 3 P. M., with Dr. Francis A. Litz, head of the English Department of the Western High School, Baltimore, presiding. At the opening of the meeting the chairman asked Dr. Angela M. Broening, assistant-director of the Bureau of Research of the Baltimore City Schools to speak for the National Council. She briefly stated the reasons for membership in the council and suggested continued affiliation with it. The association voted unanimously to continue their affiliation and to elect the present officers (Mr. Floyd T. Holden, President, and Miss Ruth Barrett, Treasurer, etc.), of the English section as the officers of the combined organization until some later meeting when a report from the Executive Committee of the Maryland State Teachers' Association will be received.

Dr. Litz apologized for giving the address, explaining that he had to accept the duty because the financial condition of the organization prevented his getting an outside speaker. His subject, "What Specific Current Usages Should Be Accepted and Taught by Maryland Teachers of English," he justified by saying that although it was not inspirational nor one on which a speaker could wax rhetorical or emotional, it was important for several reasons. The topic is necessary because at present all teachers are examining the subject matter of their teaching to find whether it is worth while and in grammar especially much of the content is traditional. The topic is also helpful for it deals with questions which arise in daily teaching and it is particularly timely in Baltimore on account of the revision of the English curriculum in which grammar and composition play an important part.

In his address Dr. Litz made a plea for recognition of expressions accepted by good usage of the present day rather than insistence upon distinctions rational in themselves but found only in literary writings. The purists in grammar, he said, advocate that language be stopped at the present stage, certain rules laid down now to be changed nevermore, and words fixed in one meaning for all time. He showed by a number of rather humorous examples that words do change their meaning through use and warned against basing practice on the unstable principle of rationalization in spite of what good usage accepts. He urged that there be some agreement on the technical grammatical terms to be used and that there be continuity in the use of the same term throughout the school system. Such agreement would simplify teaching and save time for the pupils. Some of the terms he suggested were the following: genitive and accusative instead of possessive and objective; linking instead of copulative for the verbs be, become, seem, etc.; and gerund instead of infinitive in ing.

Under diction some of his suggestions were recognition of that as a relative with a preposition, for example, "the book that I paid for;" the use of which to refer to a clause when no noun intervenes which may be mis-

taken for the antecedent, for example, "I stood still which made him angry"; the plural or singuar verb with none (preferably the plural), for example, "none are"; the indefinite "they say"; and the use of "It's me".

In spelling he advocated using the American rather than the English form and the native rather than the foreign plurals.

In pronunciation he advised the standard be that accepted by the cultured group of the community; in accenting syllables he advocated following American usage, that is placing the accent toward the first of the word and using two accents in long words; for example, il-lustrate instead of illustrate and nec-essary instead of ne-cessary.

In conclusion he urged agreement on disputed points. Such agreement would lead to unity and efficiency in teaching, would prevent waste of time on non-essentials, and would tend toward mastery of a few essentials. The time thus saved from non-essentials could then be given to more training in coherent thinking and expression. Composition training along these lines would be more valuable to pupils than futile attempts at literary writing since the average person has constant need for clear expression in conversation and letter writing whereas he may never have occasion for a single literary effort.

After the address Dr. Broening moved that the organization give a vote of thanks to Dr. Litz for his very enjoyable and worthwhile presentation.

An opportunity was given at the end of the meeting for any one to become a member of the organization. Those who were unable to join then may do so through the representative in their school or county.

Respectfully submitted,
Caroline L. Ziegler.

GEOGRAPHY SECTION

BALTIMORE POLYTECHNIC INSTITUTE—Friday, October 21

The first meeting of the proposed Geography Section was held in conjunction with the Maryland State Teachers' Association on Friday afternoon, October 21, 1932, at 3:15 P. M., in the Music Room of the Baltimore Polytechnic Institute.

The meeting was called to order by Chairman Ivan C. Diehl, Head of the Geography Department, State Normal School, Frostburg, Maryland. Mr. Diehl welcomed the group to this first meeting and then briefly explained how the proposed section came to meet.

The first and most important business was the election of officers. A nominating committee had been appointed in advance for the purpose of proposing officers for this new section. The members who served on this committee were as follows: Miss Myrtle Eckhart, Chairman; Mr. Paul Griffith, and Miss Mary Tarbutton. The chairman called for the report of the nominating committee. Miss Myrtle Eckhardt, Chairman of the committee, presented the following nominations for officers for the coming year:

Chairman, Mr. James A. Sensenbaugh, Catonsville, Md.
Secretary, Miss Margaret Pahlman, Easton, Md.
Vice-Chairman, Miss Edna Gebhart, Manchester, Md.

A motion was made and seconded that the report of the nominating committee be accepted. The motion was carried.

Immediately following the election of officers the program for the day was presented. The Chairman introduced Miss Myrtle Eckhardt, Supervisor of Grammar Grades, Carroll County, who spoke on "The Use of Pictures in Teaching Geography". Not only did Miss Eckhardt illustrate her talk with types of pictures that should be used in teaching geography, but she also set up criteria that would aid the teacher in determining the geographic value of pictures. Miss Pearl Blood, Instructor in Geography, Maryland State Normal School, Towson, Maryland, was the second speaker on the program. She presented "Home Geography as a Basis for Interpreting Life in Distant Lands" in a concrete and forceful manner. She emphasized the need of being able to interpret life in one's own environment before attempting to interpret life in environments that were entirely foreign. Mr. Alvin V. Burgess, formerly of Catonsville and now a student in geography at Columbia University, presented "A Development of the Geography of Australia Through the Use of Maps". Mr. Burgess had a set of maps on display and demonstrated their use during the course of his talk. Furthermore, he supplemented his discussion with a set of mimmeographed "Suggestive Questions for the Development of the Geography of Australia Through the Use of Maps". These were passed out to those attending the meeting.

There were about two hundred and fifty teachers from both public and private schools who attended this meeting.

The meeting adjourned at 5:00 P. M.

Ivan C. Diehl, Chairman.

THE DEVELOPMENT OF THE GEOGRAPHY OF AUSTRALIA THROUGH THE USE OF MAPS

MARYLAND STATE TEACHERS MEETING

October 21, 1932

In the teaching of geography, perhaps, there is no other habit so necessary as that of the proper use of maps. J. Russell Smith, in his manual for "Human Geography" writes: "The teacher should aim to establish the map habit by seeing to it that maps are made use of at every opportunity. Both teacher and pupils should be map minded. The pupils should be led to realize that maps present real problems that can be answered from the maps themselves."

There are several good reasons which justify an extensive use of maps in geography teaching. They arouse the imagination and stimulate creative thinking by setting before the pupil a group of smybols which symbolize both the environmental factors, such as climate, resources, topography, location, and access, and the human responses to these environmental factors, which, in such a large measure determine the types of food, clothing, shelter,

fuel, and luxuries used by any group of people. Thus the relationships between the environmental factors and human responses are shown which is of major importance in geography teaching. Fairbanks, in "Real Geography and Its Place in the Schools," writes: "It is beginning to be recognized that isolated facts or even unapplied principles, do not afford that training of the mind which geography, properly treated can give, and that the connection of one point with another, so far from confusing the mind, assists in the understanding of the whole. The interest in geography is obviously increased if apparently unrelated facts can be connected together and the reason for their connection made clear, but it is not yet fully recognized that maps are almost indispensable in this work."

Maps also provide for economy in space and time. In reality a map is a shorthand record of a mass of geographic knowledge which would require many pages, or even a volume to record in words, and a vast amount of time in reading. Fairbanks, in "Real Geography and Its Place in the Schools," states: "More may be read from most maps by an ordinary intelligent person than may be read from several pages of printed material."

The information and thought-provoking problems that can be gained from map study will be most effective if the maps are used at the beginning of the study of a continent, country, or a region. It has, indeed, been found in some instances, that the information gained from maps has been so complete that reading the text has served to merely verify and elaborate the information already at hand. Geikie, an outstanding geographer of the past said: "The fundamental conceptions of the geography of a country should be built up from the data furnished by maps rather than from textbooks."

The proper use of maps should be regarded as important as their extensive use. Maps are usually thought of as a means of locating, or to show where. But to know where a place is located, or where the greatest density of population in a country is located is not sufficient—we should also know why. Many times we can determine why by comparing one map with another, and such comparisons form a most important feature of human geography. Only by a comparison of maps showing the location of manufacturing cities and minerals, for example, can we clearly understand the relationship between manufacturing centers and the location of minerals.

In order to illustrate the extent to which maps may be used in developing the geography of a country or a region, the subsequent paragraphs will be devoted to a discussion of the development of the geography of Australia through the use of maps.

The study of Australia merits more consideration than is usually devoted to it in our upper grades, because Australia's problems and ours have much in common—immigration, interests in the Pacific, labor questions, and the development of a democratic government. The pupils should be encouraged to realize that the Australians are as much interested in our problems as with Great Britain's. In fact, the Australians believe that we understand their problems better than the people of the British Isles do. They feel that they are attempting to do (although against tremendous difficulties) what our people have done to a greater extent—the development of a great con-

tinent.

It is the purpose of this discussion to show the way in which maps may be used to develop an understanding of the relationships between the geographic factors and the human activities which are vital to an understanding and appreciation of life in Australia, regardless to the method of development used by any individual teacher. However, in order that this discussion may be in harmony with the modern conception of geography, an attempt will be made to discover the following things concerning Australia: (a) Where does man live in Australia? (b) Why does he live there? (c) What does he do? (d) Why does he do it? (e) How does he do it? (f) Why does he do it in that particular way? (g) What are his relationships to others?

Since the sparse and unevenly distributed population in Australia is the feature most outstanding, and one around which we may well center our attention, we may be justified in opening the discussion through the use of a population map. By comparisons which may be readily made from other maps, and skillful questioning on the part of the teacher, it should be quickly revealed that in Australia, having an area of nearly equal to that of the United States, there are only some 6,500,000 inhabitants (excluding native people) as compared with some 120,000,000 in the United States, together with the fact that the population is quite unevenly distributed, having the densest settlement in the southern and eastern part. The unequal distribution of Australia's population can be made quite impressive by dividing Australia into two roughly equal parts along the 25th parallel south latitude, after which the pupils will discover in what proportion the population is divided.

We have now discovered where man lives in Australia. Meanwhile, sufficient interest and curiosity on the part of the pupils should have been aroused to ask such questions as: Why has Australia remained so sparsely populated? Why is the population concentrated in the southeastern part of the continent? What do the people of Australia do for a living? These questions may be formulated into problems as a guide for further study. Additional problems should be formulated as the study progresses.

The pupils now have definite problems before them which require an understanding of the relationships of a number of geographical factors, such as: location, surface features, coast line, climate, mineral resources, etc., to the lives of the people. Early in the study we should seek to discover and stress the major factors, which in Australia's situation, seem to be location, climate, and to a smaller degree surface, and minerals. These factors may be brought to the attention of our pupils through the use of maps.

The isolated position of Australia may be well shown by the use of a world map. If we divide the world into two hemispheres so as to include as much land as possible in one hemisphere, and as much water as possible in the other, it will become evident that Australia is the most isolated of all the inhabited continents, occupying a position, south of the equator, almost central in the water hemisphere of the world. By comparing the relative distance between Australia and Europe, and between North America and Europe one of the major reasons for Australia's long period of neglect should become evident to our pupils.

The physical map of Australia should also provide further explanations. It may be observed that the coast line is relatively regular which gives rise to few good harbors. It can also be shown (from the map) that Australia is greatly handicapped by the absence of an extensive system of inland waterways, such as large navigable rivers and lakes, so important in the exploration and settlement of a new country. A study of the physical map will make clear the location of the chief physiographic provinces of the continent. The position of the chief highlands of the continent, which parallel the eastern coast, some distance inland, and which would retard trade and communication between the eastern coast and the interior, should be studied. However, a comparison of the physical map and the population map will show that the greater part of the population is centered in the southeastern part of the highland belt, and it is in this part of the continent that the chief cities are located. Hence we have arrived at only a partial solution, and additional factors must be considered—those of climate in particular.

Many of our most modern text books in geography are organized with the belief that climate is the strongest of physical conditions that affect the lives and distribution of people. Benson, Huntington, and McMurry in the preface to "Living Geography" state: "The distribution of plants and animals as well as of man and his activities, depends largely upon these (previously named) physical conditions, but upon climate in particular." In studying the climate of a country there is no better way to gain a visual conception of the climatic conditions than by the proper sequential use of a series of climatic maps. In order that our pupils may quickly gain an appreciation of the forbidding influence of aridity in the land of "The Never-Never" of Central Australia, and the plateau of western Australia; of the high temperatures of northern Australia, together with drenching rains for some three or four months followed by eight or nine months of parching drouth, which are such pronounced barriers to settlement, the study of climate should be particularly stressed.

Our pupils should be encouraged to read all the information from the maps already at hand, that is possible. The physical map will serve to introduce the study of Australia's climate, providing it shows latitude, since latitude is the key to Australia's climate. Pupils should be particularly alert to discover these factors providing they have had training in those fundamental priciples of geography which so strongly influence climate. If they are lacking in this training, there are few, if any, better opportunities for teaching it than in connection with a study of the climate of Australia. What should our pupils be able to learn from the latitude of Australia that will assist in solving the problem. Below are listed the outstanding things which they should be able to deduce.

1. Australia extends from approximately 10 degrees to 40 degrees south latitude, therefore the northern part of Australia will lie within the tropics while the southern part is in the South Temperate Zone. Therefore the average temperature should be lower in the southern part, which more nearly resembles the temperature of Europe, and is more desirable for settlement by white people than northern Australia.

2. Northern Australia, because of its latitude will be reached by the Belt of Doldrums, only during summer in the South Temperate Zone, and during the remainder of the year it will lie in the path of the warm, drying, South East Trade Winds which give out very little rainfall unless they are cooled after having crossed bodies of water.

3. A large area of central Australia (extending from the east to west coast) lies permanently in the path of the South East Trade Winds.

4. Extreme southern Australia is in the path of the Horse Latitude Belt during summer in the South Temperate Zone, but as the wind belts migrate to the north during winter in the South Temperate Zone, southern Australia will receive the influence of the Westerly Winds with their cyclonic disturbances and moderate rainfall.

As formerly suggested, a correlation of facts from different maps is necessary in order that the relationships between them may be understood. By referring again to the physical features, the pupils should be able to deduce:

1. The chief highlands of Australia lie parallel and relatively near to the east coast, therefore the Southeast Trade Winds, which reach the eastern coast first should be forced to precipitate considerable moisture along the eastern, or windward side of the highlands, but as they descend the western slopes of the highlands and cross the interior of the continent, they will give out very little rainfall.

2. The greater part of Australia is low in elevation, therefore the temperature of Tropical Australia will probably be higher than if its elevation were greater. This is very important since a smaller per cent of Australia lies at an elevation of more than 2,000 feet higher than any other continent.

These inferences at which our pupils have arrived are merely hypotheses —the result of inductive reasoning, and need to be verified. This is particularly important since additional factors, not discovered at first, may enter in and change the situation considerably. However, maps still serve our purpose. Our conclusions, if correct, can be verified from the proper maps. For this work the teacher should be particularly careful to select maps showing the seasonal distribution of rainfall, pressure and temperature. Otherwise there may be a lack of understanding on the part of the pupils as to the effect of an unequal distribution of rainfall, etc., throughout the year. An annual rainfall map will show the northern coast, near Darwin, with about sixty inches of rainfall, while some of the more thickly settled parts of the south and east have much less. The seasonal rainfall map will explain the fact that on the northern coast the rainfall comes mostly in summer, while in the eastern part of the continent there is an area of more nearly uniform rainfall, thus emphasizing the importance of rainfall well distributed throughout the year. This will help to explain the lack of extensive tropical forests which might be expected to cover much of Tropical Australia.

An examination of the climatic maps will usually reveal the less pronounced factors which are not so readily discovered. For example, a map showing the distribution of rainfall and wind direction during summer in the South Temperate Zone will show that in northern Australia the winds are

blowing from the water to the land—opposite to the direction of the Southeast Trade Winds. A further examination will reveal that the intensity of these Monsoon winds is due to the high pressure belt over Asia during summer in the South Temperate Zone (winter in the North Temperate Zone) and that they are deflected to the left after crossing the equator causing them to blow from the northwest. Since they are coming from lower latitudes and have crossed warm waters before reaching the north coast of Australia, they will bring both higher temperatures and increased rainfall to the coastal area. This affords a further explanation for the fact that the vicinity of Wyndham is one of the three places in the world having the highest recorded temperatures.

But let us suppose that our pupils have been unable to make these previously listed deductions. Can maps still adequately serve our purpose? Under these circumstances, maps are just as valuable. The climatic maps may be examined and studied first. The distribution of rainfall, pressure, and temperature, and the wind directions may be discovered. Then they may be explained through a study of the latitude and the surface features. Some teachers may prefer to use the latter method in any situation.

In order that our puipls may get a better visual conception of the rainfall situation in Australia, a less detailed, but more practical map—a generalized rainfall map may be used. If one is not available, it would be a valuable exercise for the pupils, with the aid of the teacher, to construct one. This map should show regions of uniform rainfall, winter rainfall, summer rainfall, unreliable rainfall, and arid regions. The factor of unreliable rainfall should not be treated as an irrelevant one, since it is in such regions that great losses to cattle and sheep raisers occur because of drought.

A study of Australia's mineral wealth and its distribution adds some further information. Since the chief coal fields and iron ore deposits, that have been discovered, are in the southeastern part of the continent, our pupils are able to still further understand the distribution of population. The location of the gold producing areas also merit attention, since the discovery of gold aided in the exploration and settlement of the continent. The railroad which parallels the southern coast, as far west as Kalgoorie, owes its existence, in part, to the gold mines in Western Australia.

Additional factors of minor importance should be treated in a similar way until the pupils have gained considerable knowledge of the environment in which Australians live.

With the environmental factors well in hand, it should be relatively easy for our pupils to understand what the major industries of Australia are, and the way in which the people do their work because of the inhibiting influences —especially climate. The subsequent paragraphs will include a discussion of only the major industries.

The previous study should make it clear that agriculture suffers great limitations. A consideration of the conditions favorable to the growth of the chief agricultural products of the Torrid and Temperate Zones will give our pupils a fairly good general conception of the agricultural possibilities in the different parts of Australia. Additional information may be gained

from a further study of maps. A Native Vegetation map of Australia may be profitably studied, since native vegetation is highly representative of general conditions over a long period of time. It should not be difficult for the pupils to understand the difficulties that await the would-be-farmer where the soil is covered with sparse grass or salt bush. Soils, likewise play an important part in the success of agriculture. A striking example is found in the vicinity of Sydney, where the presence of yellow sandstone causes the soil to be of low fertility, making it difficult to produce good crops. Hence, a soil map may prove to be a valuable aid.

Maps may also be used to make comparisons with countries or regions already studied which resemble parts of Australia, and their products discovered from product maps. The northern coast of Australia may be compared with Nigeria in Africa; the coast of Queensland with the eastern coast of South America in the same latitude; New South Wales with Algeria; the extreme southern coast of Australia with the Mediterranean Region of southern Europe; and Tasmania with Cornwall in England. When the various factors have been considered, we can explain the production of sugarcane and other tropical products along the coast of Queensland. It will be clear that wheat is naturally adapted to the winter rainfall and summer drought of southern Australia, with the northern limit of wheat production coinciding, in general, with the ten-inch rainfall line. The even greater limits to mixed farming will be intelligible because of the mild temperatures and more uniform distribution of rainfall in southeastern Australia. The population map will also show the greater need for a variety of farm products in southeastern Australia because of the presence of large cities and the denser population in general.

This study should not only familiarize our pupils with what the farmers in Australia produce, but also with the way in which they do their work. A comparison with farming in southern Europe, northern Africa, or the less humid sections of our western states will show the need of irrigation or dry farming methods.

The large areas of Australia having a semi-arid climate, which cannot be utilized for cultivated crops should suggest the prominence of the grazing industry. However, as in the case of agriculture, comparisons may be made through the use of maps, if they are needed. The semi-arid regions of Australia may be compared with the less humid parts of the Western Plains of the United States, with parts of the Argentine, or with the plateaus of southwestern and central Asia. The previous study of rainfall and vegetation will assist the pupils in suggesting regions in which grazing can be safely carried on, and where it is a venturesome undertaking. Since the lack of water supply is a chief inhibiting factor, controlling the extension of the industry, the correlation of the chief grazing regions and the border of the variable rainfall belt should be studied. A map showing the artesian water basins of Australia (so valuable as a water supply in western Queensland and parts of the Northern Territory) should aid in determining how far into the desert grazing can be carried on. The distribution of sheep and cattle in Australia merits special attention, because the conditions most favorable to

each are represented in the regions in which each are found in greatest numbers. A comparison of the maps showing the distribution of each should be made and the following points noted:

1. In general, cattle are raised in the sections having more rainfall and the better growth of grass, while sheep are produced on the less humid areas where the growth of grass is more sparse. This is well illustrated in the Eastern Highland Belt of southeastern Australia. Cattle predominate over sheep in numbers on the eastern slopes where the rainfall is more plentiful. The western slopes, having less rainfall, are utilized to a greater extent for sheep raising.

2. Cattle raising predominates over sheep raising (although not grown in large numbers) in northern Australia. Sheep are raised mainly for the wool. The cooler climate of southern Australia favors the growth of heavy fleeces.

3. Sheep are displacing cattle in various parts of the cooler portions of Australia because of the development of railroads (see railroad map) which can be used to transport the sheep to markets, whereas formerly cattle were driven to market.

4. Victoria is the leading dairying state of Australia. The large population in Victoria and the better growth of grass in this part of the continent are the explanations.

As in the case of agriculture, maps will not only provide an explanation for the extent of the grazing industry, but will acquaint the pupils with the methods and difficulties of the grazing industry. The sparse growth of grass over wide areas makes the need of large holdings of land inevitable. Frequent droughts cause large losses which the rancher must guard against.

In the study of both the agricultural and the grazing industries, maps should be used to show the distribution of the agricultural products, cattle, and sheep, in verifying findings from other maps, or if the teacher so desires, they may be used to introduce the study of these industries and the distribution of agricultural and live stock products explained in the light of the geographical factors previously discussed.

The previously considered factors will largely explain the retardation of the manufacturing industry in Australia. Mineral resources are limited in extent and variety. Raw materials are limited chiefly to animal products. Means of transportation have not reached a high degree of development. The labor supply is small because of the sparse population. And there are few relatively close markets for manufactured goods. Thus the trade maps can be understood, viz.: that Australia exports chiefly wool, meat, hides and skins, and wheat, and imports manufactured goods. However, manufacturing merits further consideration since it is rapidly growing in importance, and now rivals agriculture as an industry. The superiority of the southeastern part of the continent for the location of manufacturing cities can be explained from maps. Many of the important factors have been previously considered. The chief deposits of coal and iron ore are near at hand. Many of the raw materials are produced relatively near by. The greater part of the population is centered in this part of the continent. The best ports of the conti-

nent are in the southeast. The superiority of the ports of Sydney and Melbourne are well represented on the physical map. A study of the railroads will show their superiority in advantages for transportation. These are important factors in giving them leadership in commerce.

Thus from the use of maps, our pupils will not only be able to gain considerable information concerning how people live and work in Australia, and how their industries are shaped, to such a pronounced degree, by natural factors, but also, the great problems that face Australia can be more adequately appreciated. It will not be difficult to understand why Australia has remained essentially a producer of foods and raw materials. The great concern of Australian farmers and ranchers about the market value of wool, hides and skins, meat and wheat can be appreciated once it is understood how greatly their prosperity depends upon the price of these products. The lack of advantages for diversification of industry should be clear. The disadvantages of climate which must be overcome if white people are to inhabit Tropical Australia in great numbers, and the nearness of the over-crowded lands of southeastern Asia will familiarize the pupils with Australia's immigration problem.

In conclusion, it may justly be said that of all the materials available for the teaching of geography, none are more important than maps. Because of the mass of information that may be shown, and the ease with which it may be read, a map becomes fascinating—the root of all geographical ability lies in being at home with maps.

Alvin V. Burgess.

HOME GEOGRAPHY AS A BASIS FOR INTERPRETING LIFE IN DISTANT LANDS

This subject is always a timely one, for we often neglect the possibilities of our immediate environment for the more glamorous tales of other lands. Therefore, we need to reconsider what is involved in home geography, and how it strengthens and contributes to all geographic thinking. Because courses of study usually assign home geography, as such, to the primary grades, there is a tendency to think of it as something to be disposed of early in the child's school life. We must see home geography in a different light—not as a matter for the primary grades alone, but as a valuable reference at all times, source material which can be constantly used to clarify and intensify ideas of regions gained from word and picture symbols.

Every intelligent person needs to understand and appreciate the factors operating in his home environment, and home geography would be justified for this reason alone. However, I shall consider this value of home geography only as it relates to the phase of the subject under discussion: "Home Geography As A Basis for Interpreting Life in Distant Lands."

Most courses of study and books on home geography deal with local land and water forms, weather studies, and the ways of meeting the needs of food, clothing, shelter, fuel and transportation. These latter studies, while beginning at home, frequently lead far afield, thus helping to establish an understanding of the interdependence of peoples. Good work along this line

is done in the primary grades. I shall consider today such home geography as is chiefly observational, and can therefore be directly experienced through the senses.

Geography is the study of the relationships between man and his environment. Therefore the reaction to it must be twofold—first, there must be correct and clear visualization of man living in his environment, and then the significance of what is thus seen must be interpreted. Every subject requires visualization and the formation of mental pictures, but geography more than most depends upon the imagination of the children for the appreciation of its facts. No amount of memorization can be substituted for this. Geography demands that children visualize the rain forests of the Amazon, the Cotton Belt of the South, the irrigated valleys of the arid West, the terraced rice fields of Japan, the beauty and power of Niagara, the industrial districts of Great Britain, the magnificent fiorded coast of Norway. The child, in imagination, must see the physical make-up of the world, and in imagination must live the lives of the peoples of the world. Geography is meaningless without this power of picturing. But, the imagination can not create outright. Mental images are not vague fancies, but have their bases in realities. It is impossible to produce a new mental image, except in so far as its elements have been experienced by means of the sense. Our stock of mental images may be likened to the alphabet. Its twenty six letters may be combined and recombined into words and sentences to convey limitless meanings. So our mental images may be combined and recombined. If we have few, then the possible combinations become less. Home geography must be mainly observational. Therein lies its strength, for the experiences gained from the child's observation and study of his own environment furnish the only basis by which he can in imagaination build up pictures of conditions outside his environment.

The elements of the natural environment exist everywhere and everywhere influence the lives of the people. Geographic factors are operating in your neighborhood just as surely as they are in some distant land. Your home geography is foreign geography for most of the world. No school is so poorly situated; there is no place where the conditions imposed by civilization are so artificial that the reactions between people and their environment are not discernible. Dr. McMurry, in the preface to his Elementary Geography, makes this significant statement: "Almost every locality furnishes examples of more than half of all the phenomena which form the subject matter of geography." This is indeed something to consider.

Maryland is no exception. Let us examine briefly some of the types of geography in Maryland that will help to interpret life in distant lands. In order to understand the relationships between man and his environment, the natural environment itself must be understood, and the vocabulary used in geographic literature to express ideas about the environment must bring definite pictures and meanings to the child. Weather and climate are mighty factors everywhere in determining what the plant and animal life shall be, and how man shall satisfy his needs. Most of you keep weather charts and make some observations about the weather at different times during the

year. May I suggest some ways in which weather studies may contribute to a better understanding of world geography.

Instead of merely recording the rainy days, make a rain gauge. A tin can with straight sides, and an unvarnished ruler will do. Measure the amount of rainfall at different times. How many inches fell during a heavy shower? During a drizzling all day rain? Establish a consciousness of quantity of rain fall, and a habit of thinking of it in terms of inches. (How many of you know the number of inches of rain in your section of Maryland?) Such observations will help to give meaning, to the desert with less than ten inches of rain; to the tropics with 80 to 120 inches; to the Middle West with rainfall somewhat like our own; to the rainiest region in the world at the foot of the Himalayas, where the annual rainfall is nearly 400 inches a year, an average of an inch a day. Avoid the habit, so easily acquired, of speaking of a lot of rain, average rainfall, a little rain. These terms are all relative in the mind of the speaker, and mean nothing to the listener, if indeed they do to the speaker.

Not only quantity, but also distribution of rain has an important effect upon the lives of people. What is the result of summer rainfall and the winter drought in the Mediterranean regions? The U. S. Weather Bureau in Baltimore can furnish the monthly rainfall data for your locality. This may be graphically represented by pouring the number of inches of water for each month into twelve bottles properly labeled. When other regions are studied, use your own comparison.

Experiments to show conditions favoring evaporation and condensation will help in understanding many phenomena, local and distant. The heat makes evaporation so rapid in the southern part of the Great Plains that in Texas it requires 15-25 acres to support one cow or steer, while in North Dakota with the same amount of rainfall 5-15 acres are required. If you demonstrate by experiment that warm air can hold more invisible moisture than cold, you have not only helped to explain the reasons for clouds, fog and rainfall in your own region, but you have also laid the foundation for understanding the convectional rains of the equatorial regions, and the heavier rainfall on mountains, as for example in our own West, or to come rear home, in western Maryland, the rainest section of the state.

It is not enough to simply recognize these physical phenomena, or to understand their causes. What relationships are evident between the physical and human elements? It is at this point that observational geography often breaks down, and instead of interpreting relationships, deteriorates into an uninteresting and meaningless enumeration and description of local physical economic conditions. If the child can not preceive the geographical relationships in his own community, how can we hope that somehow he will be able to see them in other parts of the world? If you live in a farming community, you know that rainfall is closely tied up with the success of the farmers' crops. Too much rain may make plowing impossible, may cause the seed to rot in the ground, may make too much straw and too little grain. Too little rain may cause crops and pastures to dry up, streams and wells go dry, or create a hazard from grass fires. In cities on rainy days street

cars are more crowded, accidents are more numerous, merchants have a larger sale of umbrellas and raincoats, sewers may fail to carry off the water fast enough and streets and cellars are flooded. Materials like lime, cement and bricks must be covered to protect them from the rain; roofing contractors suspend work and take steps to prevent damage to the property on which they are working. Such relationships do not all appear at once, but must be taught wherever they are most evident and useful in order to get the child in the habit of associating cause and effect and knowing one, to look for the other.

An accurate record of wind directions kept by using a wind vane, which may be made by the children, will help to establish the relation of wind direction to rain or snowfall; of wind direction to temperature. Winds from over land, are, in general, dry; from over water, winds bring rain or snow. Winds from the north are cold, etc. Wind direction has a tremendous influence on the temperature and rainfall of a region, and the relationships observed in the home region are applicable to others as well. Time will not permit further illustrations from weather studies.

In connection with seasonal changes definite observations may be made which will relate to all geography work. The sun is the source of heat and light for all the world. The lengths of day and night, and the height of the sun in the sky are the most important factors determining temperature. By recording the varying lengths of night and day, and making a series of shadow observations throughout the year, the children can see how the length of the day, and the height of the sun are related to temperature and season. Short days and a low noon sun are connected with low temperatures. while long days and a high noon sun are connected with higher temperatures. These facts apply to all parts of the earth. It is cold in the Arctic because the days are short and the sun is low. There is a uniformly high temperature in the tropics because the days are all nearly the same length, and the sun is always high. It is possible for the children to memorize facts of this type, and this is what will happen unless understanding is gained through the planned observation of local phenomena. The effects of seasonal changes on people, plants and animals must also be brought out. Make observations of when crops are planted, when harvested. Develop the term, growing season. How many days are there in your local growing season? Show the relation of the growing season to the temperature. When children read about the 200 days growing season required for cotton or the 150 for corn, these will mean something besides figures.

In addition to this meteorological and astronomical phenomena, which is inescapable in any community, there are also to be considered land and water forms, which are likewise inescapable, even in a city environment. Children must know the meanings of such terms as hill, valley, slope, river, bay, island. Only those forms which occur in your community can, of course be taught through actual observation, though many occur or can be made in miniature on the school grounds. Children see the landscape as a whole, but they must be lead to see its details, its varieties of form. The ability to describe the land or water forms or to define them simply should grow out of the observations

made. However, recognition of the land form, and the ability to picture it when the word symbol is given are not enough. Certain consequences are associated with each, just as with the weather and seasons. Consider, for example, a hill. It may be a protection against the wind; a fine view may be gained from the top of the hill; it is hard to walk up a hill; water runs down a hill; the rain cuts gullies into the sides of a hill; if the hill is steep, it is not plowed for crops, but is used for pasture or woodland; people terrace their lawns when they are on a hill. These are not merely local effects, but are true the world over. Consider the pasture and forest land of the Rocky Mountain region, the rice terraces of the Japanese, etc.

Rivers, to many children, are smply black lines on the map, and not a stream of water following the slope of the land. To some of my normal school students rivers meant the ocean flowing into the land. Perhaps Maryland's tidal rivers are responsible for that misconception. If the children can study a real river, so much the better. If not, many of the characteristics of rivers may be observed in the roadside ditch, or the city gutter. The meaning of slope and divide can be developed anywhere—they are visible in any road or city street or on the roofs of buildings. The meaning of current, up-stream, down-stream may be easily brought out. Sailing boats will reveal many interesting facts about streams. After a heavy rain look for sediment or other debris in the streams or gutters. Collect some water in a glass. As the water becomes quiet, the sediment will be deposited, illustrating the principle involved in the formation of sand bars and deltas. If sediment is not discernible in a stream, pour in some loose sand. What happens to it? Develop the idea of the erosive power of water. If possible, observe the undercutting of the banks of a real stream. Bring out the idea that rivers change their courses. In some parts of Maryland you can observe the use of rivers for power. Power and irrigation dams are frequently studied in geography. Teachers and children sometimes talk very glibly about such dams, but have no idea of where they must be built or what they are like. I recently saw a fifth grade class studying irrigation in the West. After considerable discussion, the teacher asked the children to show where they would locate the dam on the diagram she had placed on the board. Several children located it in the middle of a field. The whole discussion was meaningless to the children who had no mental picture of a dam. If dams can not be visited, make one in a stream or gutter to get the principle involved. Then through the use of pictures real meaning can be developed. Observe other uses of rivers for watering stock, for fishing, for transportation, for pleasure. Always tie up land and water forms with human use.

We might go indefinitely, but these examples to illustrate some of the teaching possibilities in our own environment.

All of you live in or near some city or village. It is impossible in Maryland to live very far from any settled community. There are few, if any, cities like Topsy, who "just growed". The location of your city is not merely a fact, but an effect. Man-made locations such as those of cities, industrial plants, dams, bridges and the like are usually placed because of definite geographic reasons. Study your community. What is the reason for its

growth or decadence? Dr. Ridgely in his book, "Geographic Principles" has given a number which help to account for the location and growth of cities. One of the most important is as follows: "Population and wealth tend to develop wherever there is a break in transportation," or "Cities tend to develop wherever there is a break in transportation." This break may be between land and water transportation, between two kinds of land, or two kinds of water transportation.

You are all familiar with the activity at the transfer point in the city. A newsboy is usually on hand with his wares; a store selling candy, tobacco and magazines is almost always present. If the transfer point is an important one, many other types of stores grow up.

At the country cross roads you will find a store.

Railroad centers mark the break in transportation between roads and railroads or between two or more different lines of railroads. The Appalachian barrier has made it necessary for roads and railroads to the West to take advantage of the cut Wills Creek has made in the mountain of the same name. Since there must be a convergence of transportation routes there, a substantial settlement has grown up, namely Cumberland, Maryland's second city.

On the Eastern Shore, road, water and rail communications come together at Salisbury. These connections with the surrounding country make it a good place to sell supplies of all kinds. Thus Salisbury is known as a distributing center. It has many wholesale houses, and goods brought in by rail or truck are re-distributed at this break in transportation to the smaller towns and villages.

Of prime importance in Baltimore is the break between land and water transportation. Trains run to the water's edge, and each railroad has built a great ocean terminal. Every river, lake or seaport is an example of this type of break. Wherever a break in transportation occurs, a transfer of products takes place. This necessitates the building of storage warehouses, establishment of wholesale markets, and banking institutions. There must be people to handle the goods, and these people must be supplied by others with food, clothing and other life necessities.

What breaks in transportation are illustrated in your community? To what extent are these responsible for the building up of your community?

The amount of manufacturing developed at or near a break in transportation determines the size of the city. If your community has increased in size because of manufacturing, investigate the cause. There are six essential to manufacturing anywhere, namely: raw materials, power, labor, capital, transportation and markets. Most children above the fourth or fifth grade can recite these, but how many have learned them through studying and visiting one or more of their local industries. While all of these factors are necessary for the development of manufacturing, sometimes one and sometimes another determine the location of a specific industry. All are seldom found to be equally favorable in any one place.

If you live in Cambridge or some other Eastern Shore community, the principal manufacturing is probably canning. The location of this industry

is conditioned by nearness to perishable products. In the Great Plains, a canning factory would be more or less of a rarity, but in California with an excess of perishable fruits and vegetables, canning is an important industry.

In Hagerstown you will find cement works. Hagerstown is located in the Great Valley, where both limestone and shale are found. These must be burned, ground and mixed to form cement. Since these products are so bulky to transport, the manufacturing of cement tends to be located near the source of supply of raw materials. Power in the form of coal is easily procured from the fields of Maryland, Pennsylvania, or Virginia. Most of the cement used in the east is manufactured in the Great Valley under similar conditions.

The tanning and leather industries of Williamsport and Hagerstown may be followed in the same way. At first nearly all the material used for tanning was made from oak or hemlock bark. The bulk of this made it easier to send the hides to it, rather than ship the bark. The necessary trees grew in the Appalachians, so tanneries were located all through this region. Williamsport still chiefly uses bark to obtain its tanning fluid, though chemicals have made this no longer necessary. Thus while the presence of raw materials or some other factor may determine the original location of an industry, it may be continued just because it has established a reputation there.

In Cumberland there are large railroad repair shops. The work is heavy, and chiefly men are employed. To off-set this there is a celanese factory where women are employed. Undoubtedly labor supply was an important factor determining the location of this industry. Factories where the work is light and where women are employed often go hand in hand with factories employing men doing heavier work.

These are only a few of the geographic principles operating in Maryland. It is not so important that the child learn any one industry, as that he may through experience learn the requisites for any manufacturing, and look for them as he studies manufacturing in other regions.

Just as manufacturing is conditioned by the presence or absence of certain essentials, so the type of farming carried on is determined by local conditions of soil, climate, topography and nearness to markets. Within 500 miles of the Eastern Shore are more than 13,000,000 people living in cities, which can be reached by truck or express train in 12 hours. Is this not one of the determining factors in the trucking industry. Foods must be shipped to cities everywhere in the world. Consequently any metropolitan area is surrounded by trucking and dairying districts. How is the farming in your region adjusted to the conditions found there?

In this rather hurried fashion I have tried to give some of the different types of home geography observable in most parts of Maryland. Though the subjects have in themselves been varied, through them all run the purposes which home geography can best serve.

1. By giving the child varied experience through the senses, we help him build up a stock of images, which he may reassemble to give him vivid mental pictures of other regions.

2. By observing relationships between the physical environment and the people in his own community, the child acquires a way of looking at life

—a habit of thinking in terms of cause and effect, which will help him to interpret life in other lands, and to view with understanding the problems of other peoples.

As teachers we must see these outcomes of home geography, not only as possibilities but as realities, which can be accomplished only by our own careful searching of the environment, and by our own careful planning.

Pearl Blood.

GRAMMAR SECTION

BALTIMORE POLYTECHNIC INSTITUTE—Friday, October 21

Miss Katherine Healy, Chairman, presiding

The annual meeting of the Grammar or Intermediate Section was held on Friday, October 23, 1932, in the Polytechnic Institute Auditorium.

The meeting was called to order by the Chairman, Miss Katherine Healy, at 3:15 P. M. After some very fitting remarks by the Chairman, the speaker, Miss Miriam Evarts, Director School of Dramatic Art, Hagerstown, was introduced. Her subject was, "What the Elementary Teacher Can Do To Improve Speech in the Public Schools."

Miss Evarts made a very strong plea for standardized speech. She said, "Insufficient or one-sided knowledge of what standard speech really is has resulted in numerous and harmful controversies that stir up hard feelings. Each section has its own speech defect prejudices and ridicules and condemns those of other sections."

What is standard speech? Horace, more than nineteen centures ago said, "usage is the law and rule of speech." It is the speech of the intelligent classes who have sorted, refined and polished the speech of the masses which becomes the final law and rule.

There are many good definitions of standard English, one of which is, "Standard English is that form of carefully spoken English which will appear to the majority of educated people as entirely free from unusual features." The best speaker is he whose pronunciation is free from local dialect, from class dialect, and from artificial pronunciations.

Every person except the dumb is obliged to express his thoughts by means of articulate speech from the cradle to the grave. Certainly nothing in all the branches of education can be of such personal and vital significance to everyone as the ability to use the best form of his native language clearly, distinctly, and effectively; to be able to say what one has to say in the most approved, simple and unaffected English and to say it distinctly and clearly enough to be easily understood.

It is not being unduly optimistic to prophesy that when teachers honestly know what standard speech is they will make every effort to acquire it for themselves and help others to acquire it.

But how can the teachers now, in their present positions, help their classes? "I should say, by knowing that the ability to speak well is latent in every individual and by accepting nothing else." Many times a child can be spared the embarrassment of going through life with a repelling voice if

the teacher will only take the time to help the child correct it. "In these days, whether we like it or not, power is with the tongue; power is with the man who can speak." Dr. Charles Elliott said: "A man is educated when he can speak the language of his own country correctly."

Miss Evarts closed her most interesting talk with the poem, "If I Had The Time."

The Chairman called for the report of the Nominating Committee, which committee submitted the name of Mrs. Marguerite Linthicum Hopkins, Principal of Millersville, A. A. Co. for Chairman and Mrs. Mary Rairigh, Denton, Caroline Co., Md., for Secretary. Both were unanimously elected.

A motion for adjournment was made.

Respectfully Submitted,
Edna Devilbiss, Secretary.

THE HISTORY TEACHERS' SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

W. Stull Holt, presiding

The History Teacher's Association of Maryland held its fall meeting, a joint meeting with the Maryland State Teachers' Association, on Friday, October 21, at Baltimore City College.

Dr. Ella Lonn, Professor of History at Goucher College, spoke on the "outlook for the Reduction of Arms in 1932." Dr. Lonn attended the opening meetings of the League of Nations and gave a very interesting account of her experiences there, describing in detail events as they occurred.

Dr. Lonn spoke of the difficulties presented by the Versailles Treaty, the question of war guilt and the problems of equality of arms and the war debts: we cannot look for disarmament until these questions are settled.

About one hundred and thirty people attended the meeting, as many as the room would hold, and were given an opportunity to ask questions at the end of the address.

The Association feels very much indebted to Dr. Lonn for this insight into the workings of the League and her vivid description of them.

HOME ECONOMICS SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Miss Marie Mount, presiding

There were approximately two hundred and fifty persons present at our home economics meeting held October the twenty-first at Baltimore City College. Election of officers takes place at our spring meeting.

Miss Lita Bane, Associate Editor of the Ladies Home Journal, spoke on "A Philosophy of Home Economics." Miss Florence King, of the Bureau of Home Economics, United States Department of Agriculture, discussed the work being done by that Bureau on Food Utilization.

The officers of our Association are as follows: President, Marie Mount, University of Maryland, College Park, Maryland; Vice-President, Elizabeth

P. Shantz, 3706 N. Charles Street, Baltimore, Maryland; Secretary, Helen J. Weber, 3443 Guilford Terrace, Baltimore, Maryland; Treasurer, Merle Ford, 3 East 25th Street, Baltimore, Maryland; Councilor, Elisabeth Amery, 101 West Monument Street, Baltimore, Maryland.

Marie Mount.

THE INDUSTRIAL EDUCATION SECTION

The Annual Meeting of the Industrial Section of the Maryland State Teachers' Association was called to order at 3:15 P. M. on Friday, October 21, 1932, in room 206, Baltimore City College, Mr. Max Chambers presiding.

The President opened the meeting by calling for a reading of the minutes of the last meeting on October 23, 1931. The minutes were read by the secretary after which they were approved and accepted. Mr. Harry Krausse was appointed parliamentarian to rule on points of order should the occasion arise.

The Section then heard the report of the nominating committee read by Mr. Seidel, the chairman, which proposed Mr. Harry Krausse, Principal of Prevocational School No. 250, Baltimore, Maryland, for President, and Mr. Lewis M. Kirby, Gwynns Falls Junior High School, for Secretary. They were unaminously elected and the ballot was so cast.

The President, Mr. Max Chambers then made the following remarks on the year's work: "I believe that the purpose of this meeting is threefold. 1. To create better understanding and fellowship between teachers. 2. That we might profit by association with those better informed. 3. This is a critical period. Nothing just like it has ever been experienced. For some reason as yet unnamed, school systems in some of the large cities have been injured, possibly beyond recovery. Maryland has been more fortunate. A job well done justifies itself. This is the year to do a better job. As a professional group we are not thinking so much about saving our jobs as we are about saving the system. Even though you are doing a good job, it is my sincere desire that you go away from this convention with renewed thought and spirit and a mind set to do a better job this year."

Mr. Paul L. Cressman, Assistant Director of Vocational Education of the Commonwealth of Pennsylvania was then introduced as the guest speaker of the afternoon. Mr. Cressman spoke on the subject, "Trends in a Modern Program of Industrial Arts and Industrial Vocational Education".

Mr. Cressman is recognized through the country as a specialist on boy problems. The high spots in his address were:

1. The importance of exerting every possible effort toward preparing the boys in our care to meet the new trends—the constantly changing advances of Industry.
2. A close cooperation between teachers for the betterment of instructional material and methods.
3. How Pennsylvania has met the problem of vocational training where expensive machinery is necessary.
4. How the Junior Mechanics are helping.
5. How the teacher can help in this period of emergency.

Mr. Cressman's address was very appropriate and well presented.

At the conclusion of the address the leaders for the group meetings were introduced. Mr. Allen B. Amoss, of Havre de Grace, presided over the Industrial Arts Group, and for the Vocational Education Group, Mr. A. G. Packard, Boys' Vocational School, Baltimore, Maryland.

The Section meeting then adjourned and the group meetings were carried out in accordance with the program listed below.

Leader—Allen B. Amoss, Havre de Grace.

Topic 1—Modern Education and its Meaning. Speaker, Gordon Woellper, Clifton Park. Discussion, C. M. LeFevre, Taneytown.

Topic 2—The Place and Status of Related Subject Matter in Maryland Industrial Arts Shops. Speaker, C. J. McAuliffe, Towson. Discussion, E. E. Hall, City College, Baltimore.

Vocational Education Group

Leader—A. G. Packard, Boys' Vocational School.

Topic 1—A typical Industrial Program for small communities. Speaker, Glen H. Van Dorp, Cumberland. Discussion, M. P. Miller, Boys' Vocational School, Baltimore.

Topic 2—A course of study for Pre-Vocational classes. Speaker, Harry Krausse, Boys' Pre-Vocational School, Baltimore. Discussion, C. Leroy Groff, Maryland Park, Prince George County.

The meeting was closed promptly at 5:00 P. M.

Lewis M. Kirby, Secretary.

KINDERGARTEN—PRIMARY SECTION

CLIFTON PARK JUNIOR HIGH SCHOOL—Friday, October 21

The Kindergarten-Primary Section of the Maryland State Teachers' Association met Friday, October 21, 1932 at 3:15 P. M., in the auditorium of the Clifton Park Junior High School, Baltimore, Maryland. The meeting was opended by Miss Grace Naumann, chairman. The minutes of last year's meeting were read and approved.

The topic of the meeting was "Social Studies in the Primary Grades".

A science curriculum in the primary grades was discussed by Miss Marie Wallace, supervisor of primary grades in Baltimore City. Miss Wallace gave the following reasons for having a science curriculum in the primary grades.

1. Individuals should be conscious of the universal environment and man's relation to it.
2. Science is needed because it supplies information which is useful in daily life.
3. Science gives information which is helpful in the conservation of one's health.
4. Science helps to interpret factors in the environment which would otherwise remain a mystery.
5. Science explains the changes in the environment of one's daily life.
6. Science is the subject which give a fine interpretation of one's en-

vironment and deserves an important place in the curriculum.

Not only is the "why" of the curriculum a matter of importance, but of equal importance is the "what". In connection with what shall be included in a science curriculum for the primary grades, Miss Wallace gave the criteria for selection as set forth by the Thirty-first Year-book of N. S. S. E. (1932).

1. The material selected must conform to those conceptions which greatly influence the thinking of individuals, and which have modified thinking in many fields outside the fields of science.

In the elementary school the learning in each grade should be directed toward larger concepts. "How do animals prepare for winter" brings about the concept of adjustment of animal life, and is much more important than the recognition of a robin, a grackle, or a crow.

2. The material selected must conform to those goals (information, skills and habits) that are important because of their function in establishing health, economy and safety in private and public life.

3. The material selected must conform to those facts, principles, generalizations, and hypotheses of science that are essential to the interpretation of the natural phenomena that commonly challenge children.

Miss Wallace spoke next on the relation of a science program to an Activities Program. She very plainly brought out the ideas that science should not be subordinated to other social studies units, but that it can be advantageously taught where there is a natural integration. However, science, itself, affords many opportunities for carrying on a complete unit.

By way of a summary Miss Wallace said: "Science has become a subject deserving a place in the elementary school because of its contribution to the child and society in the interpretation of the universe. The science work in the elementary school should be derived from the major fields of science. Activity Programs should not limit the work in science, but rather further science activities in the classroom."

Miss Frances E. Button, Vice-Principal of School No. 65. Baltimore, Md., followed with a most comprehensive outline of practical suggestions for activities which would cover a year's work in science. A few of the suggestions follow:

1. Beautifying the classroom:
   a. Window boxes, selection and care, soil, sunshine, water.
   b. Aquarium, balance and care.
2. Excursions:
   a. Recognition of common forms of plant and animal life.
3. Seasonal changes:
   a. Length of days.
   b. Temperature—thermometer.
   c. Position of sun—making sun dial drawing shadows.
   d. Direction of wind—weather vane.
   e. Kinds of clouds.
4. Pets:

a. Care in classroom—a permanent house in the classroom for visiting pets.

b. Respect for animal homes—making bird houses, bird bath, bird shelf.

With all the suggestions Miss Button gave she told quite clearly just how each activity might be carried on. Many other suggestions were given which would indicate that one need not look far for valuable science material which readily lends itself to an activities program.

Miss Grace Shatzer, Supervising Teacher of Allegany County, Maryland, spoke on "Insuring Child Growth Through Enriched Geography-History Teaching in the Primary Grades". Miss Shatzer emphasized the term Growth and showed how the child, subject matter and teacher were all involved in this process of growth.

Early ideas of growth consisted of the gathering and storing of knowledge so that it was issuable on demand.

There are four ways of intellectual growth for the child. They are:

1. Growth in knowledge involves acquisition of skill and ability and certain basic facts—climate, its effect on basic needs.

2. Growth in ability to think involves ability to weigh and evaluate facts and draw conclusions.

3. Growth in power to do—Doing expresses, it liberates personality sharing ideas and materials. Individual working for good of group production.

4. Growth in ability to feel—A feeling of tolerance for folks in a civilization less progressive than ours. Appreciation of the responsibility of using such accumulated inheritance as intricate and complex machines.

The opportunity for children to grow in these four ways is provided through experiences.

The Child

The child's natural tendencies to investigate, explore and construct are to be utilized.

Recognition of individual differences. These varying abilities and possibilities need discernment.

Subject Matter

Through the subject matter of Geography and History children are led to orient themselves in this existing, complex civilization; to understand and appreciate its evolution; and to free the wings of their imaginations to create visions of future possibilities.

The Teacher

The teacher's part is to be aware of the needs and interests of her children and to understand the value of geography history subject matter so that the children may grow in knowledge, in ability to think, to do, and to feel.

Officers elected for 1932-33: Chairman, Miss Evelyn Dashiells—Practice Teacher, Grade 3, School No. 62, Smallwood St. and Walbrook Avenue, Baltimore, Md. Home address, 411 N. Milton St., Baltimore, Md.

Secretary, Miss Lydia Lutz, Teacher, Grade 1, School No. 44, Harford

Road and 32nd St., Baltimore, Md. Home address, 2038, E. Preston St.

Clara M. Crockett, Secretary.

LIBRARY SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Our officers were not elected at this meeting. We elect them at an annual meeting in December. The names and addresses are:

President—Mr. John P. Du Val, Librarian, Engineering library, Pennsylvania Water and Power Company, Baltimore, Md.

First Vice-President—Miss Lenore Naylor, Assistant Circulation Department, Enoch Pratt Free Library, Baltimore, Md.

Second Vice-President—Mrs. Caroline B. Walker, President, Board of Directors, Talbot County Free Library, Easton, Md.

Treasurer—Miss Mary Osborne, Librarian, State Normal School, Towson, Md.

Secretary—Mrs. Frances Bacon, Assistant to Director of Work with Children, Enoch Pratt Free Library, Baltimore, Md.

Member at large representing the Maryland Association in the Columbian Association—Miss Lulu V. Ebaugh, St. John's College Library, Annapolis, Md.

The Joint Meeting of the Maryland Library Commission and the Maryland Library Association was held October 21st, at 3:00 P. M., in the library of City College, Baltimore, Md.

Presiding: Dr. Joseph H. Apple, President, Maryland Library Commission. Mr. John P. Du Val, President, Maryland Library Association.

"The Reading of Adolescents," Miss Jean C. Roos, Stevenson Room, Cleveland Public Library.

"Reading on Current World Affairs," Dr. Felix Morley, Brookings Institution, Washington, D. C.

Informal tea followed the meeting immediately.

MATHEMATICS SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

The Mathematics Section of the Maryland State Teachers' Association was organized at the Baltimore City College, October 21, 1932. Miss Nanette Roche called the meeting to order. About one hundred teachers of Mathematics from the secondary schools of Maryland attended. Miss Roche read the permission of the state association for the organization of this section, as a Mathematics Section of the Maryland section of the Maryland State Teachers' Association. This permission was sent by Mr. Walter H. Davis, secretary of the Maryland State Teachers' Association. Miss Roche then introduced the speaker, Dr. Francis Murneghan, professor of mathematics at Johns Hopkins University.

Dr. Murneghan gave an informal talk in which he stressed the need in Maryland for a mathematics section and gave a welcome to the organization from Johns Hopkins University. After Dr. Murneghan's address there was a brief business meeting in which the following resolutions were adopted:

1. The Name—The Mathematics Section of the Maryland State Teachers' Association.

2. The Purpose—

a. To serve as a clearing house for the group discussions of all the teachers of Mathematics in the secondary schools of Maryland.

b. To promote Maryland participation in the National Mathematical activities through affiliation with the National Council of the Teachers of Mathematics.

3. The Meetings—

a. The number: Two.

b. The Time: The Fall and Spring.

c. The Place: The fall meeting in the same building as the State Teachers' meeting. The spring meeting is to rotate—sometimes on the Eastern Shore, sometimes on the Western.

4. Dues—

a. Fifty cents a year to the organization is required of all members.

b. The subscription of two dollars a year to the Mathematics teacher, the national magazine, is optional.

5. Election of Officers—Chairman, Miss Nanette Roche, 3 E. 25th St., Baltimore, Maryland. Treasurer, Miss Agness Herbert, Clifton Park Junior High School, Baltimore, Maryland. Secretary, Mrs. Evelyn Nicholson Spurgin, Towson High School, Towson, Maryland.

MUSIC SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Miss Genevieve P. Butler, presiding

The program opened with two orchestral numbers played by the Baltimore City College Orchestra under the direction of the Director of Music at City College, Mr. T. Moss. This was followed by a choral group from the State Normal School, under the direction of Miss E. Weyforth, which presented three songs. The program closed with a talk on choral music by Mr. Jacob Evanson, Assistant Professor of Music in Charge of Choral Music, Western Reserve University, Cleveland, Ohio.

There were about two hundred and fifty present.

OUTLINE OF SPEECH BEFORE THE MUSIC SECTION OF THE MARYLAND STATE TEACHERS' ASSOCIATION

By Mr. Jacob A. Evanson

1. Preliminary—

a. The choral director of today (in or out of schools) is first and foremost a teacher.

b. The teacher, particularly in schools, must know three things: (1) Why he teaches—the educational objectives. (2) What to teach to meet the demands of these objectives. (3) How to teach to meet the demands of these objectives.

c. The objectives are well known in general education, but not so well known as applied to music. This phase must be studied and definitely stated. Ignorance on this subject is no longer justifiable.

d. The question of what to teach is even less generally known. However, the work of outstanding choirs, in and out of schools, has made us all familiar with Palestrina, Lasso, Vittoria, Byrd, Bach, Gretchaninoff, Warlock, Nicolau, Arnold Mendelssohn, Christiansen, Loeffler, to mention only a few scattering names. We must give our students the musical equivalent of Shakespeare and Wordsworth. Ignorance on this phase is no longer justifiable.

e. In reference to how to teach, complete confusion reigns. Even so simple a matter as the theory of notation seems baffling. We lack definite plans for teaching reading. The whole problem of voice has become a mystery. No two teachers agree. Interpretation as an art is a vague and nebulous thing. However, as teachers these are things we must teach. We must learn them ourselves to do so. There must be an analysis of all this sufficiently fundamental for all to agree upon. Music as an educational subject will not long continue unless we can do so. The present prevalent blind, hit-or-miss, empirical methods of teaching is no longer acceptable.

2. Ultimate analysis can come only through pooling of experiences of many people. This is going on in remarkable fashion all over the country. This conference today is a concrete evidence of the united effort to overcome the problems of our field. The following is an analysis simply from the point of view of one person's experience. It is certainly not advanced as a panacea, but simply offered for what it may be worth, as a statement of a practice which has greatly improved the speaker's teaching and consequently his directing. No special claim to originality is advanced, whatsoever. In fact, it is based on borrowings from any source which might be helpful. It is not at all certain that any one else can make a similar use of the materials and ideas. However, if they stimulate thought on this mooted subject, the speaker will feel as glad, as he most certainly feels honored in the privilege of stating his experience and perhaps something of his credo before this conference.

a. Efficiency in reading music—(1) Analysis of what music reading really is: (a) pitch (b) duration (c) words (d) dynamics. (2) Drills and their use.

b. Correct Vocal Technique—(1) Analysis of smooth, flowing tones. Correct and adequate breathing. Control of breathing. Drills and exercises and their use. (b) Quality of tone—Proper resonance length and shape. (a) Correct and adequate breathing (vital breathing). (b) Control of breathing. (c) Free jaw. (1) Drills, exercises and their use. (2) "Forwardness" or "outness" of the tone. Correct and adequate breathing. Control of breathing. Free jaw. Active facial muscles. Drills, exercises and their use. (3) Color—Correct and adequate breathing. Control of breathing. Free jaw. Active facial muscles. Emotional attitude. Drills, exercises and their use. (c) Quantity and Power—Increasing the resonance. Unusual energizing of the breathing muscles. Drills, exercises and their use. Correct diction (attack and release

of words.) Correct, adequate and controlled breathing. Proper and free resonance and active facial muscles. Active tongue tip. Drills, exercises and their use.

c. Interpretation.

PARENT-TEACHER SECTION

MARYLAND CONGRESS OF PARENTS AND TEACHERS

BALTIMORE CITY COLLEGE—Friday, October 21

The Parent-Teacher Section of the Maryland State Teachers' Association held their meeting Friday, 3:15 P. M., October 21, 1932, in the Baltimore City College, the President of the Maryland Congress of Parents and Teachers, Mrs. H. Ross Coppage, presiding.

The President stated the fact that the greatest contribution of the National Congress of Parents and Teachers is Parent Education. The President presented Mrs. Alfred C. Levis, State Chairman of Parent Education, who defined that subject—Any education that makes a parent a better parent. Mrs. Levis introduced the speaker, Dr. Ada Hart Arlitt of the University of Cincinnatti, and Chairman of Parent Education of the National Congress of Parents and Teachers.

Dr. Arlitt said, in part, "There are certain things, if we know them, which do make us better parents. It is important to know there are growth stages in the life of the child, and it is well to be able to recognize them." A resume of these stages from the pre-school age through grade school was given.

Dr. Arlitt said further, "It is important to know certain Laws and Learning, which may help concerted action of the home and school when problems arise. As parents we can work with teachers to get results. If as parents we know that a child can not learn before he reaches his level of learning; if we are aware that learning can not be forced; and if we understand that a child learns only what he wants to learn, our problems will be lightened.

"What does a teacher want most in a child? A teacher wants, more than anything else in a child when he enters school and all along the way, responsibility.

"The school asks for a child who thinks school is a privilege and not a drudgery and a place of fear.

"What kind of a child should the school send back to the home? The school should be to the child a great adventure. And if he likes adventure, then the fields of knowledge are the greatest of unexplored fields and if learning IS an adventure, then the school has made of him a great American citizen."

Following Dr. Arlitt's talk there was open discussion. There were approximately 100 persons present.

The officers for the incoming year, 1932-33: Chairman—Mrs. H. Ross Coppage, 3510 Fairview Avenue. Secretary—Mrs. Fred H. Cook, 2950 Harford Road.

A copy of Dr. Arlitt's complete talk has been placed in State file of the secretary.

Eva Barling Cook, Secretary.

PHYSICAL EDUCATION SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Dr. William Burdick, presiding

"RECREATION AND PUBLIC SCHOOLS"

From a rather limited experience in delivering addresses, I have developed three profound convictions:

1. The best part of an address, especially if read, is at it close, for at that point it is my sincere hope everyone in the audience will be ready for a spirited discussion.

2. To recognize brevity as a virtue. If mindful of "terminal facilities" one is likely to be appreciated by a grateful audience.

3. To begin the address by giving my conclusions first. This method permits those who desire to leave early to do so without embarrassment.

Conclusions

I have four conclusions with supporting text. Time alloted does not permit presenting more, though the subject warrants much greater expansion and wider treatment.

1. A modern education program must recognize the demands of leisure. Recreation as a developing instrument of leisure will be rated in the future curricula of our schools as the 4th "R" and of equal importance to the traditional "3 R's". Our schools are the best medium through which youth may prepare for leisure. Recreation is the vehicle of expression and the Playground the training field.

2. Experiments during the past three years in the education for leisure for unemployed adults have not proven successful. Indeed it is futile to try to give education for leisure to those who are distressed, hungry, miserable and unhappy. They need more the type of recreation that rekindles a courageous spirit to again face an unbalanced economic world. The only education that appeals to unemployed is vocational opportunities that either increase their skill in the job formerly held or to acquire training in a new vocation, since the latter desire has the major appeal. Therefore education for leisure of unemployed adults should be inaugurated only after a wise social direction has perfected equality of vocational opportunities. But Recreation—the handmaid of leisure—may do much to counteract the "lethargy of mind and body," to prevent the seeds of discontent, disorder and disease of the unemployed. Recreation has no mere incidental task in this direction, for even with the return to prosperity there will be more unemployment than in previous normal good times. The use of school facilities and a staff of leaders for unemployed are a major necessity in planning for the recreation of unemployed.

3. Educational authorities now admit the two major goals of education are: Preparation of youth for economic survival and the enrichment of

adult life. Recreation and physical health are just as basic and fundamental in the field of education as other subjects in the school curriculum because the modern recreational and health program specifically points to the intelligent use of leisure for all ages. Therefore in the hysteria of economy in which many of our communities are moving, we can and must prove that recreation, health of children, community centers, night schools, etc., are not frills or luxuries of the educational system but an integral part of the citizenship training. There is no need for drastic economies in our schools if the governing authorities give intelligent and honest evaluations between the physical and spiritual necessities of a community. Citizens should demand increased appropriations for the institutions of learning and eliminate the frills and graft of governments. This can be done and still maintain a balanced budget.

4. The most important, indeed most fundamental contribution to youth through school recreation, is self education, through experiences in a wide variety of activities. All children need a period of "escape from the exactions of a curriculum"; need freedom of choice and freedom of action, essential to any exploration of their latent abilities. The crowded curriculum as yet gives little freedom of choice in the academic field. Recreation provides the necessary balance of offering a sufficient range of activity, from which the child may select an activity appealing to his individual needs at that time, and through progressive experiences develop the avocational pursuits for adult life. Educationally the major contribution of a modern recreation program is to be found in the development of creative arts. From the standpoint of adult leisure, creative arts of recreation are of much greater importance than physical and athletic programs in the schools. School authorities must recognize their obligations to make available to all citizens, young and old, the facilities under their control as centers for recreation, and make provision for trained leaders in the development of the entire program, the greatest need being in the field of creative arts.

In support of the first conclusion, may I present the following quotations from Dean William Russell, of Columbia: "We are entering a new world. In the days to come there will be more leisure than labor. Failure to prepare for these conditions as in the past will bring disaster. We need a new kind of education when we are small. We schoolmasters should understand this world into which pupils are to go; should realize that getting a living will occupy not so great a share of time as it once did, and that far more time will be given to other pursuits. Our children from the time they are small must not only come to understand but actually become habituated to the gateways to true and lasting enjoyment. It is a matter of music and art, of literature and drama, of plays and games, of politics, of supplementary hobbies and avocations."

From Dr. L. P. Jacks, of Oxford:—"The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day. It marks, I am convinced, the dawn of a new era in human education. The words play, recreation, leisure, are the names of a great opportunity for awakening dormant creativeness of human beings

which other circumstances of their present lot are tending to suppress, and which education has hitherto neglected."

From Dr. J. A. Kinneman, of the Illinois State Normal:—"As teachers we should minimize the importance of subject fields and set about to use, in fulfilling one of the major aims of education, those materials which would have functional value in meeting the needs for recreation in our modern mechanized civilization."

Methods Commended

The Junior High Schools in Philadelphia have developed a remarkable recreational hobby program. Some forty or more extra curriculum activities are scheduled under the leadership of teachers who are assigned for these classes as a part of their school routine. Every student must join one of these clubs and take active part in them three times a week. Advisors help the student to choose from the three different fields, i. e.,

1. To explore the unknown. 2. To develop his known talents. 3. To create new interests and abilities.

The object is to begin those hobbies which will prove of untold value in his leisure time as an adult. Students may make new selections each term. The senior high schools also have many recreational clubs but membership is voluntary. In the after-school playground division are to be found teachers assigned from the regular staff in charge of activities. One of the most highly developed junior leadership organizations that I know of is developed on school playgrounds. The junior leaders are chosen by unanimous vote of the Principal, Physical Health Teacher and the Supervisor of physical health department. These squads of leaders are given an intensive training before assignment to duty. Personal observation convinces me it is not only efficient but answers the question, "How can one teacher properly supervise a large playground full of children and in addition give instruction?" This same junior leadership plan is used on their summer playgrounds. I heartily commend it.

In Hartford, Connecticut the schools have, I am informed, provided the most extensive recreational program in America. There is no possible interest of the students for which the teaching staff does not provide leadership, and the Board of Education the facilities.

In Milwaukee the Superintendent of Schools has an Assistant Superintendent in charge of all recreational activities. The scope of this work is so extensive that it is best to refer you to Miss Dorothy Enderis, Assistant Superintendent, for details of this remarkable and nationally known school community service.

Mr. Eugene Lies, special educational representative of the National Recreation Association, has completed a study of school recreation service to student and community. This study is the most complete of its kind in existence and any school administrator or faculty member would profit by its reading. Address 315 Fourth Avenue, New York City. Mr. Lies' report gives greater detail as to methods, program and helpful administrative suggestions than would be possible in this short address, so I will refer you to

that study to complete conclusion No. 1.

Schools As Centers For Unemployed

Being personally responsible for the direction of the recreation of 14,000 homeless unemployed men last year and 11,000 the year before, gave me a remarkable opportunity for study and experimentation. Academic instruction was offered to a group of 4,000 (who were housed in one large building). The first call only produced six men. Tests showed that four of them were in a moron class and it is believed by the teacher that they did not know what it was all about. Later more men registered but the number responding were discouraging. What these men wanted was to receive instruction in technical subjects that pertained to the job. City night schools were filled with men out of work but even there the number was not as great as was expected. The recreation program at the Shelter was highly successful. Men wanted to forget their troubles, wanted the cheer of wholesome environment, wanted to be occupied with something pleasurable in order to maintain a normal balance. For young men who are unemployed, a recreation program is essential as a substitute for and as a check upon anti-social behavior. I am convinced that the schools afford the greatest opportunity for unemployed men with family obligations and unemployed youth. The school facilities offer not only opportunity for vocational training but a chance to enjoy the spiritual and physical value of recreation. A proper balance of vocational and recreational activity during the same evening has proven to be an admirable combination. It has been proven that to retain self respect he must experience a continuation of his social and economic status. In the natural community center—the neighborhood school—he finds it easier to maintain his social level and status than in any other publicly maintained facility. This is especially true if the school has been used in the past as his social and recreational center. Therefore, the school is the best center for the enforced leisure activities of all family and single men. For the unemployed woman, the school is the most convenient center for needed social recreational activities. Occupational projects are of special appeal and her social requirements may find expression in small or large groups. Without doubt it is the obligation of the schools to provide an education for both leisure and labor of all ages. The schools are obligated as a public agency to meet the special needs of the unemployed during a depression period because they have the best equipment and the best trained personnel in the community.

Methods Commended

Clarence Perry of the Russell Sage Foundation is authority on the use of school facilities by the community. His exhaustive studies are available through the Russell Sage Foundation of New York.

The National Recreation Association has gathered together, and present in printed form, the experience of many educational and recreational leaders in America on this subject. During the discussion period if you desire more of the details of my experience in directing recreational service at the Philadelphia Shelter for Homeless Men, I assure you it will be a pleasure to give them to you.

School budgets should be increased, not decreased during the depression

MISS EVA GERSTMYER, President-Elect

because during such periods the school authorities have even a greater obligation to discharge to the community they serve.

From Bruce Barton:—"In times like these invest in boys and girls. Men talk about buying stock at the bottom. When you invest in a boy or girl you are always buying at the bottom. You are sure that the youngster is going up and there is no telling how far."

Who is it that starts all this criticism of public school expenditures for education? Who informs the public that school music, arts, recreation, playgrounds, health education are luxuries in child training and should be eliminated during depression? The finger of suspicion points to the municipal politicians. Is it possible that this group are totally lacking in vision and foresight in the imperative training of youth for citizenship? Does this group think by such adverse propaganda they can secure a control over educational administration? The Chicago schools are notable example of what happens when they do. Are the politicians peeved because the schools receive the major share of the municipal income, thus reducing the amount of funds under their direct control? You know the answers. I believe the general taxpayer may be educated to our way of thinking. If we leave the field open to those who wish curtailment, we have only ourselves to blame. What is to be done about it? Just a few suggestions.

1. Secure the support of the press.
2. Prepare a careful plan to educate the school parents, through addresses, tracts, demonstrations.
3. Arouse those organizations that have a special interest in a certain phase of school work under criticism, i. e., musical organizations and friends for retaining of Music Department, sport lovers for Physical Education, etc.
4. Be sure to reach the citizens who labor, for it is this group who want their children to be better equipped for life than they are. This group is also better organized by the opposition.

If the schools can show results they claim then there can be no doubt as to public support. That support, however, must be carefully and everlastingly nurtured. We cannot just take a dignified, indifferent attitude and expect the opposition to do likewise. The education of the parent is just as vital to further growth and development of the schools' service as the education of the child.

It is confessed that we are passing through trying times but have we plumbed the depths of misery, economic chaos and civil strife that has been the experience of the German nation? Yet when the Germans faced the curtailment of their services, among them being the so-called frills of education, the Arts, Physical Education and Recreation, they courageously evolved this philosophy—"If these things are good for us during prosperous times then they are even more needed during times of distress." In Germany today you may witness an amazing advancement in this field, spending millions of public and private funds where heretofore they appropriated thousands. They have the right idea and what is of equal importance, they are getting results.

Creative Arts In A Recreation Program

We quote from the White House Conference on Child Health and Protection:

Article 9—"For every child a community which provides him with safe and wholesome places for play and recreation and makes provision for his cultural and social needs."

Article 1—"For every child an education which, through the discovery and development of his individual abilities, prepares him for life."

We want to stress that "discovery and development of abilities" used in Article 10 is the very keynote of modern recreation.

Creative arts in recreation are of a much later development than the athletic and sport phases of the recreation program. Permit me to stress Creative Arts because it appears that they have the greater chance of being carried over into adult avocation than sports. Usually participation in strenuous sports do not go beyond 30 years of age. Less strenuous sports as tennis, golf, swimming, may be enjoyed for a much longer period. But the creative or cultural arts may be a satisfaction and pleasure throughout adult life. This fact has special significance when one is planning for the greatly increased leisure of the next generation.

The other night I asked an audience of sixty adults, most of whom were past the age of 40, what their hobbies were. The count showed the greatest number to be literature; second, outdoor activity with gardening the most prominent; third, music. Golf and bridge were not among the hobbies. It would be worth your while to secure a tabulation of avocational pursuits from a group of adults if for no other reason than to show where our education for the enrichment of life is failing. Failing because it lacks variety, depth and richness in satisfying the emotions of a normal being. Then I asked this same group what hobbies they would pursue if they had had the opportunity to follow a natural craving or desire. Only three or four would make no changes. The rest would have followed other interests. Too many situations enter into their thwarted plans and disappointments to be a one hundred per cent indictment of their earlier education, but this we are sure of:—these people did not have the opportunity afforded the children of today in their freedom of choice and the opportunities to develop the beginnings of adult avocation. It is also true that this new generation will have three times more leisure than we adults now have. Will they make glorious use of their avocational interests or waste it? In developing the root interest in creative arts during youth we can reasonably expect a "carry over" to adulthood where it will unfold its greatest beauty and satisfaction. During the keen adventurous periods of youth, is the time to expose them to the remarkable array of cultural projects which are being adapted to their level of interests and capabilities of absorption. As we grow older we are less likely to order a change. Occasionally there comes the urge to "try again" the "come back" and enjoy the things that were of interest in our youth. But no doubt it is upon youth we must concentrate. The adult is almost hopeless. Let us be aware of our wonderful opportunity. We must be clever, scien-

tific, sympathetic, modest in our planning. Modest to the extent of taking youth in on our deliberations. To recognize he has an immediate use of a program that will meet his present purposes as well as a long range future program to absorb an abundant leisure, is wise planning.

Some of the Projects and Methods Used

The Recreation Department of the Chicago Public Schools developed a wide range of creative art projects. Many of the projects paralleled those taught in the class-room. But there was no conflict because in Recreation we provide—(1) An extension of time that a child may devote to a special interest awakened in the class-room. (2) Opportunity for greater freedom of choice. (3) Greater freedom of experimentation, with standards not of primary importance until skills are fully developed. (4) A method where the sense of achievement is realized in the early stages of participation, thus encouraging continuation of effort. We list here a few of the projects:

1. Original Lantern Parade—color appreciation and design execution.
2. Modeling in snow, clay, soap and sand—design.
3. Weaving paper, raffia, reed and rugs.
4. Music—Harmonica, Ukulele, Glee Clubs, Quartet.
5. Drama—Storytelling, Puppets, Plays, Pageants.
6. Dance—Rhythmic, Folk, Aesthetic.
7. Whittling and Carving in wood.
8. Needlecraft—Doll dresses, original designs.
9. Painting—on ice, canvas, posters.
10. Nature—collections, observation trips, living at camp.
11. Architectual—model villages, Mardi Gras Parades, Building in Snow.
12. Art Windows, frozen colored water.

Increasingly schools are opening the fall sessions with hobby fairs. Atlanta, Ga., has developed a fine plan to keep pupils interested in projects during summer vacations. In West Chester County, N. Y., the art center and work shop is an outstanding development in creative arts. The authorities there are even sending abnormal and convalescent children for special classes. The results recorded are astonishing. The variety of recreative arts offered to youth and adults in the Milwaukee Schools are impressive and worth emulating. The National Recreation Association issues booklets and a magazine from which you may secure technical information as to the nation's experience in this special field.

In America we have developed to the "nth" degree an industrial civilization. The machine age has destroyed the old apprentice system. It has deadened the desire to create with one's hands, things which bring real satisfaction. We must begin all over to regenerate the deep human impulse to express one's individuality through the crafts. With children, the schools must teach it, for the home has lost the art and even the desire to make the necessary adjustments.

Nations whose history is of long standing pass down from generation to generation its folk craft, its folk art. These things are deep rooted in the race. They survive all else. They yield the greatest satisfactions. With in-

creased leisure, our society will suffer unless we embody the creative arts in our daily life. Mr. Samuel Fleisher, Founder of the Graphic Sketch Club of Philadelphia, said the other day "America must give its people, Playgrounds of the Soul."

SCIENCE SECTION

MARYLAND STATE TEACHERS' ASSOCIATION

BALTIMORE CITY COLLEGE—Friday, October 21

Chairman: Mary C. Carroll

Secretary: Mr. Edward G. Stapleton

The Science Section of the Maryland State Teachers' Association met Friday, October 21, 1932, at 3:15 P. M. in the Alumni Room of the City College, Baltimore, Maryland. The meeting was called to order by Mr. Edward G. Stapleton, who summarized the work of the Science Committee during the past year. Miss Mary C. Carroll, Chairman, introduced the speakers. The program was as follows:

The Direct Attack—English Through Science—Carleton E. Douglas, Assistant Superintendent, Baltimore.

A Demonstration and Report of Modern Methods of Teaching Science—Dr. Howard A. Gray, Research Associate, Electrical Research Products, Inc., New York.

Science Exhibits from:

(1) The Maryland Academy of Sciences—Frank A. Woodfield.

(2) The Garden Clubs, Chairman of Conservation Committee, Miss Elizabeth L. Clark.

(3) School No. 233—Miss Grace Fairbank, Principal; Miss Grace Rawlings, Vice-Principal.

(4) School No. 22—Miss Mary C. Kerr, Principal; Miss Alxeina Stidman, Teacher.

(5) School No. 231—Miss Margaret L. Hirschman, Principal.

(6) School No. 230—Miss Anna E. Purvis, Principal; Miss Grace Vogel, Teacher.

(7) School No. 72—Henry Deussen, Principal.

A business meeting followed in which the following officers were elected for the next session in 1933.

Chairman—Miss Mary C Carroll, Supervisor, Department of Education, Baltimore, Maryland.

Secretary—Mr. Edward G. Stapleton, Principal, Towson High School, Towson, Maryland.

There were about 150 persons present.

SUMMARY OF THE SCIENCE LECTURES

The Direct Attack—English Through Science

Carleton E. Douglass, Asst. Supt. Dept. of Education, Baltimore, Md.

Good expression in English can best be acquired in life situations which naturally call for effective use of the mother tongue. There has been much waste of time in attempting to teach constructive English apart from a real

challenging situation. In order to make a direct attack upon the problem there must be meaningful content which has a direct relation to the work and play interests of pupils.

Science work calls for close observation, clear thinking and exact and interesting presentation. It may be doubted that a unit in science is properly mastered until there is clear expression or at least the ability to give such expression.

The above statement leads to the logical conclusion that there should be a working agreement between the teacher of English and the teacher of science. Many teachers have discovered and applied this principle much to the advantage of learning in each subject. Constructive English implies thoughtfulness and the greatest outcome of science teaching is the improvement in thinking which accrues from work well done. In both fields the learner must acquire the habit of careful observation, good ordering of points, care in generalization.

Incidentally, the time allotment to various subjects is a further argument for the close correlation of the two subjects. Science will demand an increasing amount of time in our schedules as the interest in the subject grows. Already our time schedules are crowded. The unification of interests in English and science will provide needed time for science while excellent life situations will furnish motives for the improvement in expression.

A DEMONSTRATION AND A REPORT OF MODERN METHODS OF TEACHING SCIENCE

Dr. Howard A. Gray, Research Associate Electrical Research Products, Inc.
New York City, N. Y.

The findings of the educational sound picture experiment directed by V. C. Arnspiger, under the auspices of the Electrical Research Products Inc., of New York, and initiated last February in sixty-four public schools of Baltimore, Elizabeth and Camden, New Jersey, New York City and Schenectady, were presented to the Science Section of the Maryland State Teachers' Association by Dr. H. A. Gray.

The purpose of the experiment was to determine the teaching effectiveness of two series of educational sound pictures, and to analyze pupils' responses to the pictures for the purpose of improving educational sound picture production techniques. Sixty-four teachers, 950 pupils in the second half of the 5th grade, and 1,450 junior high school students enrolled in the second semester of the seventh grade took part in the testing program.

In each of the cities participating, an even number of schools were selected by the local school officials and were then divided into two groups, being equated as nearly as possible with respect to their social and economic background, teacher ability and pupil intelligence. One group at each grade level used the pictures as an integral part of their unit courses of study, and was known as the experimental group. The other group followed the same course of study, but did not use the educational sound picture, and was called the control group.

Two weeks prior to the beginning of the experiment an initial test covering the subjects of The Frog, Beetles, Butterflies and Plant Growth was administered to the fifth grade classes to determine their existing knowledge of the subjects, and to establish a reference point from which future gains could be determined. The same procedure was followed with the 7th grade classes who studied the Brass Choir, Woodwind Choir, String Choir, and Percussion Groups of the symphony orchestra.

Teachers in each group were given detailed directions and supplied with appropriate units of instruction. The science classes spent five thirty-minute periods studying each subject over a period of two weeks. A sixth thirty-minute period was devoted to testing the achievement of the group's two week's work. During this time the experimental group viewed three projections of the sound picture pertaining to the subject which they were studying. The control groups followed the same procedure with the exception of using the sound picture. A comparable period of time was devoted to the music subjects by the junior high school groups.

One month after the study of the fourth unit had been concluded, a recall test embracing the four subjects in each science and music was administered to all classes for the purpose of studying factors associated with the retention of the materials.

The results indicate that the group using the sound picture achieved to a statistically significant degree consistently higher scores than the students being taught by conventional methods.

The total test gain in percentage of superiority of the experimental groups over their control classes in Natural Science was 25.9 per cent, and in Music 26.9 per cent. On questions available to both groups in the material presented by the courses of study, the experimental group achieved 51.9 per cent superiority in Natural Science, and 31.3 per cent superiority in Music. On the retention tests the experimental groups were 15.6 per cent superior in Natural Science, and 21.8 per cent superior in Music to the non-picture group. On questions the answers to which were available to both the non-picture groups, the retention of classes using the pictures was 37.2 per cent superior in Natural Science and 26 per cent in Music to that of their control groups.

Pupils of lower intelligence seemed to profit more in per cent of gain over their initial knowledge of the subject than students of higher intelligence. The low group made a gain of 37.2 per cent and the high group 14.4 per cent in natural science, while with music the low intelligence groups gained 37.4 per cent as compared with 31.6 per cent for the groups with higher native ability.

Much data was secured to aid the production of future pictures. For presenting subject-matter of the type in the pictures under discussion, the "close-up" scenes were found to be more instructive than the "medium" or "long-shot" scenes. There is also evidence to believe that the longer scenes are superior to the shorter scenes within certain time limits. The quality of lighting, and combination of audio-visual elements were found to be conducive to the ready development of difficult concepts and ideas, while the

position of any one scene in a ten-minute picture apparently has little or no effect on the instructional efficiency of the film. The repetition of involved scenes, together with the proper integration of sight and sound elements also were discovered to be of great importance.

In conclusion, there can be no question of the contribution which the sound picture, as an enriching teaching device, can make to the education process, but upon the picture producer's determination and ability to conduct a continuous program of research will depend the value of the new medium of instruction.

SECONDARY SECTION

The Secondary Department of the State Teachers' Association met in the auditorium of the City College on Friday afternoon, October 21. Mr. Earle T. Hawkins, Chairman, presided over the meeting. After the reading of the minutes and the Treasurer's report, the topic: "Raising, Spending and Handling of School Moneys" was then discussed.

Mr. Hawkins had prepared a questionnaire which had been sent to the principals throughout the state; he gave the results of this tabulation. It showed that there was no uniform method in the raising and spending of money. The principals were following their own initiative in all of these items.

Mr. Douglas Takoma, of Silver Springs discussed the "Problem of Raising Money." In part, he said: "A principal is justified in raising money to carry out his educational program. The principal cannot eliminate the raising of money, and the amount of time that should be spent on this is determined by the needs of the school and the attitude of his community toward it."

Mr. Willis, Catonsville High School, discussed "The Equitable Ways of Raising Money." Mr. Willis said in part: "Money should be raised for a definite specific purpose and should be used for educational needs." He criticized the asking of donations, the getting of "ads" (which he considers donations), selling of merchandise in the school, using of profits on the cafeteria for general school purposes and permitting outside organizations to come in and use pupils for the purpose of putting on entertainments and operettas. Mr. Willis thinks that entertainments should be an outgrowth of classroom activity or club activity. This should be stressed.

Mr. Ralph Webster of Frostburg, discussed: "The Advantages of School Plays and Operetas." Mr. Webster stated that the purpose of these should be, in the main, educational and for the purpose of raising money. The question of whether outside organizations should be permitted to produce plays and entertainment in the high school was very vigorously discussed. The general conclusion was that outside organizations putting on entertainments in the school should not be allowed.

The election of officers resulted in Mr. Benjamin C. Willis, Catonsville, Chairman, and Mr. Ralph Webster, Frostburg, Secretary.

The group decided to continue to have the same type of programs. There

were 50 present.

Respectfully sibmitted,
R. S. Hyson.

SECTION ON SPECIAL EDUCATION

BALTIMORE CITY COLLEGE—Friday, October 21

The meeting was called to order by Miss Gibbs, Chairman of the Section, at 3:15 P. M.

Miss Gibbs welcomed the teachers of both city and state, and expressed pleasure at the number gathered at this, the first meeting of the Special Education Section.

The Chairman then introduced Dr. Charles Scott Berry, Director of the Bureau of Special Education, Ohio State University.

Dr. Berry's subject was "Some Significant Problems in Special Education." He gave a most inspiring talk which will long be remembered by every teacher in the audience and which will act as an inspiration and stimulus in our work throughout the coming year. Dr. Berry developed four major points in his address:

1. The need for a sense of responsibility on the part of the teacher toward the handicapped child.

Dr. Berry made a plea for the handicapped child on the ground that no one group in our society can be neglected without the entire body suffering. He contrasted the attitude of the teacher who felt a handicappd child not worth while educating with the doctor who saves a life regardless of whether or not the patient is of value to society. He pointed out that teaching will never be a profession until its ideals are as high as those of the medical profession. He placed alongside of the Doctor's function to save life, the teacher's function to make the most of the possibilities of every child. Dr. Berry drew a further analogy of the teacher's and the doctor's position in calling attention to the fact that the doctor dislikes treating only minor ailments and welcomes the difficult case for which, when it gets beyond him, he calls in a specialist for advice.

2. Dr. Berry's second point was that the special teacher looks for the child's strengths, whereas the regular teacher looks for the child's weaknesses, based on a mythical standard of passing subject. He cautioned teachers to direct their attention to the things the child can do and minimize the things he cannot do, lest an inferiority complex be set up in the child; and pointed out that there is scarcely a child who has not one single possibility. He called attention to the fact that when the child gets out of school the world asks him only "What can you do" and is not interested in what he cannot do.

3. The third point presented was that education today vastly overestimates the importance of intellectual traits and underestimates the importance of non-intellectual traits. He suggested the possibilities of building of character traits of perseverance, loyalty, etc., and the endearing qualities of goodwill, affection and good manners. Dr. Berry further suggested

along this line that the child's physical handicaps should be concealed as much as possible because it helps the child face the world and makes the child more pleasing to look at.

4. The fourth and last point dealt with the placement and follow-up of the handicapped child.

Dr. Berry stated that the success of our teaching is in the after lives of those we have taught, and pointed out that our greatest satisfaction should be in seeing the child taking his place in the world.

In concluding his address, Dr. Berry called upon the teacher to constantly keep in mind the causes that handicap children: namely, poverty, disease and ignorance. He urged them to constantly call the attention of society to these factors and to work with those interested in child welfare to stamp out these causes.

Dr. Latshaw led the discussion which followed. In his opening remarks he lauded Dr. Berry for the splendid and practical work he is doing in Ohio for the handicapped child.

In referring to the difficulty sometimes met in the establishing of a special class in a school, Dr. Latshaw called attention to the procedure in Toronto where they carefully prepare the minds of both teachers and parents before opening such classes.

To the question "What ideas does Dr. Berry have for handling the problem child in a small school?", Dr. Berry replied that in a four-teacher school he would take the best teacher interested in the individual child, give her five children from each class and add ten normal children to each other class. He suggested that the membership of the class could be a shifting one—some going back to the regular grade from time to time and others going in.

In answer to the question about the Rural School problem, Dr. Berry suggested that the brighter children teach the duller. He suggested that each child go ahead at his own rate and that in planning the child's duties the teacher keep in mind what the child may be expected to do after school life.

The question, "Can the average crippled child carry regular curricular work as well as the normal child?" was asked. Dr. Berry said many crippled children's mentality had been affected by the disease which had crippled the body. Others, whose minds were not affected, were obliged to lose much time for treatments, etc., so that it frequently took longer for him to complete the work. He cautioned, however, that the slogan should always be "Health First."

To the question, "What about reports?" Dr. Berry replied that where a school used the X, Y, Z system of classification and had three separate courses of study, reports were practical. Otherwise, it is better to get to know parents and give verbal reports.

At the end of this discussion, a recess was taken, after which a short business meeting was held.

The business of electing a Chairman and Secretary for the ensuing year being at hand, a motion was made and seconded that Mr. Raymond C.

Thompson be nominated for Chairman. There were no other nominations offered and Mr. Thompson was unanimously elected.

A motion was made and seconded that Miss Stella Rosentein be nominated as Secretary. There being no other nominations, Miss Rosenstein was unanimously elected.

The attendance was approximately 125.

No further business being before the Section, the meeting was adjourned.

Respectfully submitted,
Alice W. Wygant.

TEACHER TRAINING SECTION

BALTIMORE CITY COLLEGE—Friday, October 21

Dr. Florence E. Bamberger, Chairman; Miss I. Jewell Simpson, Presiding

About one hundred and fifty teachers representing normal schools, colleges and universities from all parts of the State and Baltimore City attended the meeting that was held in the interest of teacher preparation.

The entire program was devoted to an address that was made by Dr. George S. Counts of the International Institute, Teachers College, Columbia University. He discussed some of the present trends of social and economic life that should be definitely considered in developing a program for teacher preparation that will meet the future needs of society. There was an interesting discussion of the topic, immediately following the lecture.

The following officers were elected for the ensuing year: Chairman: Dr. Florence E. Bamberger, Johns Hopkins University, Baltimore, Md.; Secretary, Miss Stella E. Brown, State Normal School, Towson, Md.

The members of the nominating committee were: Miss Anita Dowell, Chairman; Dr. Edna Marshall, Miss Irene Steele, Miss Annie Gray.

Stella E. Brown, Secretary.

THE MARYLAND VOCATIONAL EDUCATION ASSOCIATION

The annual meeting of the Maryland Vocational Education Association was held at the Eastern High School, Baltimore, on Friday, October 21, 1932. A luncheon, which was attended by 163 persons interested in vocational work, preceded the business meeting.

The president, Mr. Allan C. Robinson, presided.

The minutes were read and approved. The treasurer's report, which showed a net balance of $150 was then presented and accepted.

The speaker for the day, Mr. Wesley A. O'Leary, President of the A. V. A., was presented. Following are some of the points Mr. O'Leary stressed:

That the A. V. A. could not exist were it not for such groups as the M. V. A., because vocational education can be protected only by associations.

That education must be geared to conditions and geared to life.

Mr. Max Chambers, Chairman of the Arts and Craft Club of Maryland presented a block and gavel to the M. V. A. and a framed description of the history of the various woods used in the gifts. The block contains a map of Maryland formed of wooden inlays from each county, thus presenting an

historical setting from that county. A block and gavel were presented to Dr. vocational education in the State and City, respectively. (Letter referring to the disposition of the block and gavel presented to Dr. Blackwell is attached to these minutes).

A report of the Committee on the Revision of By-Laws was requested. As a copy of the revised By-Laws had been sent prior to this meeting to each member of the Association, Mr. Wilhide moved that the report be accepted; seconded by Mr. Wilson, and carried.

The report of the Auditing Committee, with Mr. Clyde B. Edgeworth as chairman, was deferred until a future meeting.

The report of the Nominating Committee was then given by the chairman, Mr. Riley Williamson. It comprised the following list of candidates, who were duly elected:

President, Mr. Harry M. McDonald, Principal at Sparks; Vice-President, Mr. Martin M. Hihn, Night School Supt.; Secretary-Treasurer, Mrs. Frances Doub North.

Incoming President, Mr. Harry M. McDonald, declared the meeting adjourned.

Frances Doub North, Secretary.

CITY-STATE DINNER

The annual City-State dinner was held at the Lord Baltimore Hotel on Friday evening, October 21. The large dining room was filled to capacity.

Governor Ritchie and Mayor Jackson were both unable to be present which was very much regretted by all present. Mr. Albert S. Cook, State Superintendent of Schools; Miss Mary Risteau of the State Board of Education; Dr. David Weglein, Superintendent of Schools of Baltimore; and Mr. Raymond Williams, President of the School Board of Baltimore, were the official guests of the teachers. Mrs. Ross Coppage represented the Maryland Congress of Parents and Teachers and Mrs. Marie Bauernschmidt represented the Public School Association of Baltimore. Dr. Raymond Pearson, President of the University of Maryland, and Dr. Florence Bamberger, Chairman of the Committee, College for Teachers, John Hopkins University, represented the two Universities. Miss Margarietta Collins, President of the Public School Teachers' Association of Baltimore, welcomed the teachers to Baltimore and Mr. J. M. Bennett, President of the Maryland State Teachers' Association, responded for the State Teachers.

An interesting feature of the evening's program was the presentation of three gavels, each with a block and scroll, made from historic wood of Maryland gathered from the twenty-three counties and the City of Baltimore. The history of the gavels was told by Dr. J. D. Blackwell, State Director of Vocational Education, who presented the first gavel to the President of the Maryland State Teachers' Association. Mr. Bennett accepted the gavel for the Association. Mr. Bennett then presented a gavel to State Superintendent Albert S. Cook in behalf of the County Superintendents of Maryland, who obtained the wood from the various historic places. Mr. Alan

Robinson, Principal of the Ottmar Mergenthaler School of Printing, presented a gavel to Dr. Weglein in behalf of the Vocational Association of Baltimore.

A musical program was furnished by "The Troubadours", who entertained between courses and for a short time after the dinner. The soloists were Miss Margaret Anger, soprano; Miss Margaret Simms, accordianist, and Mr. Robert Wiedefeld, baritone. They were accompanied by Mr. Jack Lederer, pianist, and Mr. Manuel Schwartz, violinist.

The dinner was followed by cards and dancing.

ADDRESS OF PRESENTATION

By Dr. J. D. Blackwell, State Director of Vocational Education

Madame Chairman and Members of the Maryland State Teachers' Association, Members of the Maryland Vocational Educational Association (a section of the Maryland State Teachers' Association), desirous of showing appreciation for the splendid work that has been*, and is being accomplished by the mother organization, have prepared a gavel, block, and scroll-frame from Maryland wood of historic interest.

* during the past 65 years.

With the landing of the Ark and Dove, on March 27, 1634, the educational problems of Maryland began. It is therefore fitting that the gavel has been made of wood from the Old Mulberry Tree under which Lord Baltimore made the treaty with the Yeocomico Indians. St. Mary's City, the capital of Maryland from 1634 to 1695, was laid out here by Governor Leonard Calvert. In 1890 the State of Maryland erected an appropriate "Monument on the site of the Old Mulberry Tree under which the First Colonists of Maryland assembled, to establish a government where the Persecuted and Oppressed of every Creed and of every Clime might repose in Peace and Security, Adore the Common God and enjoy the Priceless Blessings of Civic and Religious Liberty."

This gavel was made by John Svitak, a pupil in the Boys' Vocational School in Baltimore, under the direction of Mr. Ferdinand C. Smith, of wood secured by Miss Lettie Marshall Dent, County Superintendent of St. Mary's County, from J. Lloyd Bean, of Beachville, Maryland.

The block was made of wood of historic value from each of the following twenty-three counties of Maryland and Baltimore City. ALLEGANY—Walnut from the stair rail in the Jones' building, erected on the site of Allegany County Academy, the first public school building erected in Allegany County under the Acts of 1798. ANNE ARUNDEL—Green heart from a rib of one of the seven boats of Barney's Fleet. BALTIMORE—Oak from a house built on the Ridgley Estate, in 1783, by Charles Ridgley, who was Governor of Maryland from 1815 to 1818. This estate was founded in 1728 by Robert Ridgely and is named "Hampton." CALVERT—Cedar from the house in which Roger Brooke Taney, Chief Justice of the United States, was born. CAROLINE—Yellow poplar from the home of Charles Dickinson, who was killed in 1806 in a duel by Andrew Jackson. CARROLL—Pine from one

of the pews of the Union Reformed and Lutheran Church of Silver Run, one of the oldest churches in the county. CECIL—Wood from "Richards' Oak," under which Lafayette once camped, said to be over 500 years of age. It has a circumference of 21 feet, 8 inches, is 70 feet high, and has a spread of 105 feet. CHARLES—Pine from "Habre De Venture," the home of Thomas Stone, signer of the Declaration of Independence. DORCHESTER—Cypress from "My Lady's Manor," built in 1662 by Henry Sewall, Secretary of the Province of Maryland. FREDERICK—Pine from the home of Chief Justice Taney, erected in Frederick in 1794. Here lived Chief Justice Taney and his wife, Mrs. Anne Key Taney, sister to Francis Scott Key. GARRETT— Walnut from the Garrett Memorial Church in Oakland, donated by John Work Garrett, President of the B. & O. Railroad, in whose honor Garrett was named. HARFORD—Yellow Poplar from the balustrade of Old Bush Tavern, located at Abingdon Tavern, at which Washington, Jefferson, and Lafayette often stopped. It was here in 1775 that the first local Declaration of Independence was signed. HOWARD—Pine from the balustrade that ran across the entire top of Doureghan Manor, the home of Charles Carroll of Carrollton, last survivor of the fifty-six signers of the Declaration of Independence. KENT—Pine from the home of Kitty Knight, who, during the war of 1812 defied Admiral Cockburn, Commander of His Majesty's Fleet, in his attempt to burn her home at Georgetown. MONTGOMERY—Cedar from the old Cissel Plantation. PRINCE GEORGE—Walnut from St. Paul's Episcopal Church, established at Charles Town, now Baden, in 1682. QUEEN ANNE—Wood from a Judas tree on the lawn of the stronghold of Captain Edward Teach, known as Blue Beard. ST. MARY'S—Mulberry from the tree under which Lord Baltimore made the treaty with the Yeocomico Indians in 1634. SOMERSET—Pine from Rehoboth Church, organized in 1683, said to be the first Presbyterian Church in America. TALBOT—White oak "Hampden" the oldest house in the county, built by Thomas Martin in 1663, and birthplace of Talbot's first white child. WASHINGTON—Chestnut from the site of the Washington monument, erected near Boonsboro in 1627. WICOMICO—Pine from a pew in Spring Hill Church, built in 1761. WORCESTER—Gum from a rafter of the house, near Berlin, in which Stephen Decatur was born on January 5, 1779. BALTIMORE CITY—Fir from Old Star Fort, which Major George Armstead defended on September 13 and 14, 1814. During the night, Francis Scott Key, detained on a nearby British ship, composed the "Star Spangled Banner."

The scroll frame was also made of pine from a pew in old Spring Hill Church, of Wicomico County, the home of the present President of the Maryland State Teachers' Association. The block and scroll frame were made by Mr. Max Chambers, Vocational Instructor in the Federalsburg High School, Caroline County, and Mr. W. E. Hull, Instructor of Industrial Arts in the Easton High School, Talbot County.

The wood for the gavel, block and scroll frame was secured through the county superintendents and vocational teachers in the respective counties.

Mr. President, at the request of Mr. Allan Robinson, President of the Maryland Vocational Education Association, and as a member of that or-

ganization, I present you, as President of the Maryland State Teachers' Association, this gavel, block and scroll.

As the pieces of wood, in the block, representing the twenty-three counties of Maryland and Baltimore City have been fitted together in perfect harmony, so may the members of the Maryland State Teachers' Association ever work in perfect harmony, in order that the needs of the thousands of boys and girls entering the public schools of Maryland may be met.

Historical Significance of Wood Used in Making the Gavel, Block and Scroll Frame—Dr. Cook

The head of the gavel was made of gum from the home located near Berlin, Worcester County, in which Stephen Decatur was born on January 5, 1779. The handle of the gavel was made of walnut from the Garrett Memorial Church in Oakland, donated by John Work Garrett, President of the B. & O. Railroad, in whose honor Garrett County was named.

The block, etc. (same as the one presented to the President of the Maryland State Teachers Association.)

The frame for the scroll was made of walnut from the building erected on the site of Allegany County Academy, in Allegany County; poplar from St. James' Episcopal Church, erected in 1752 on "My Lady's Manor," in Baltimore County; cedar from the Old Cissel Plantation in Montgomery County; and pine from Spring Hill Church in Wicomico County.

Presented on October 21, 1932, by the Maryland State Teachers' Association to Dr. Albert S. Cook, State Superintendent of Schools, in recognition of many years of outstanding educational leadership in the public schools of Maryland.

President, Maryland State Teachers' Association.

PRESENTATION OF GAVEL AND BLOCK

To Dr. David E. Weglein, Superintendent of Baltimore City Schools

Mr. Allan Robinson in a description similar to that above, presented a gavel and block to Dr. David E. Weglein, on behalf of the Vocational Association of Baltimore, in appreciation of the excellence of his administration of Baltimore Schools, as a token of the love and esteem of the teachers.

STANDING COMMITTEES FOR 1932-33

(Appointed by Miss Eva Gerstmyer, president)

Educational Progress:

Dr. Earle Franklin, Chairman, Johns Hopkins University.
Dr. Edgar F. Long, University of Maryland.
Miss Anita Dowell, Maryland State Normal School.

Resolutions:

Mr. B. E. Fleagle, Chairman, Baltimore City College.
Miss Katherine Healy, Hagerstown, Maryland.
Mrs. Marguerite L. Hopkins, Annapolis, Maryland.

Auditing:

Mr. Walter Huffington, Chairman, Lexington Building, Baltimore.
Dr. E. H. Becker, Western High School, Baltimore.
Mr. George Gaither, 3 E. 25th Street, Baltimore.

Legislation:

Mr. Charles Willis, Chairman, Junior High School No. 47, Baltimore.
Mr. E. W. Broome, Superintendent, Rockville.
Miss Emily Eversfield, School No. 87, Baltimore.
Mrs. Ross Coppage, Maryland Congress of Parents and Teachers, 3510 Fairview Avenue, Baltimore.
Miss Marie E. Wallace, Baltimore.
Miss Mary Ebaugh, Western Maryland College, Westminster.

Credentials:

Mr. E. Guy Stapelton, Chairman, Towson, Maryland.
Mr. J. H. Schwatka, Southern Junior High School, Baltimore.
Mr. T. G. Pullen, Easton, Maryland.

N. E. A. Home:

Mr. Howard A. Kinhart, Chairman, Annapolis.
Miss Emma Schad, School No. 69, Baltimore.

SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION

1—1866 Western Female High School, Baltimore. President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 98.

2—1867 St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.

3—1868 Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

4—1869 Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary, William Wardenburg.

5—1870 Hall, House of Delegates, Annapolis. President, J. C. Welling; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

6—1871 Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

7—1872 Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

8—1873 Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

9—1874 Western Female High School, Baltimore. President, D. A. Hol-

lingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

10—1875 Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

11—1876 City College, Baltimore. (One day during N. E. A.) President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

12—1877 Easton. President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

13—1878 City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

14—1879 Court House, Hagerstown. President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

15—1880 Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

16—1881 Frederick. President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

17—1882 Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

18—1883 Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

19—1884 Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

20—1885 Deer Park. President, J. W. Thompson; Treasurer, C. G. Edwards, Recording Secretary, A. F. Wilkerson.

21—1886 Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.

22—1887 Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.

23—1888 Mountain Lake Park. (With West Virginia Association). Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; number of members, 162.

24—1889 Blue Mountain House. President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.

25—1890 Bay Ridge. President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.

26—1891 Ocean City. President, John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.

27—1892 Blue Mountain House. President, James A. Diffenbaugh; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 140.

—1893 No meeting of the M. S. T. A. Executive Committee; after careful deliberation, postponed meeting until 1894 on account of Columbian Exposition being held in Chicago.

28—1894 Annapolis. President, Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.

29—1895 Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.

30—1896 Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.

31—1897 Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.

—1898 No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbit House and decided to hold no meeting on account of meeting of N. E. A. The ledger shows receipt of $15.00 for membership fees and $11.40 for badges.

32—1899 Ocean City. President, John T. White; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.

33—1900 Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71.

34—1901 Blue Mountain House. President, Edwin Hebden; treasurer, John E. CcCahan; Recording Secretary, A. G. Harley; number of members, 169.

35—1902 Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.

36—1903 Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.

37—1904 Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.

38—1905 Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.

39—1906 Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.

40—1907 Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.

41—1908 Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of mem-

bers, 375.

42—1909 Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.

43—1910 Ocean City. President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W. Cladwell; number of members, 420.

44—1911 Braddock Heights. President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.

45—1912 Braddock Heights. President, Earle B. Woods; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 995.

46—1913 Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.

47—1914 Ocean City. President, Woodland C. Phillips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.

48—1915 Ocean City. President, Dr. E. F. Buchner; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 720.

49—1916 Ocean City. President, William J. Holloway; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 1,089.

50—1917 Baltimore. President, Sydney S. Handy; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 3,418.

51—1918 Baltimore. President, Nicholas Orem; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 825.

52—1919 Baltimore. President, David E. Weglein; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 2,580.

53—1920 Ocean City. President, G. Lloyd Palmer; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 515.

54—1921 Baltimore. Acting-President, G. Lloyd Palmer;** Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell number of members, 2,415.

55—1922 Baltimore. President, Dr. Norman W. Cameron; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,111.

56—1923 Baltimore. President, E. F. Webb; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,080.

57—1924 Baltimore. President, Walter H. Davis; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 1,997.

58—1925 Baltimore. President, M. S. H. Unger; Treasurer, Dr. R. Berry-

man; Recording Secretary, Hugh W. Caldwell; members, 2,424.

59—1926 Baltimore. President, Samuel M. North; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell, deceased; Secretary Pro-tem, Walter H. Davis; members, 2,209.

60—1927 Baltimore. President, John Coulbourn; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 2,329.

61—1928 Baltimore. President, Miss Edna M. Marshall; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 2,365.

62—1929 Baltimore. President, Charles W. Sylvester; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 3,616.

63—1930 Baltimore. President, Byron J. Grimes; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 3,595.

64—1931 Baltimore. President, Miss Helen M. Johnson; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 3,550.

65—1932 Baltimore. President, James M. Bennett; Treasurer, Dr. R. Berryman; Secretary, Walter H. Davis; members, 3405***.

*Succeeded Mr. George Biddle, deceased.

**Succeeded Dr. A. H. Krug, resigned.

***Incomplete.

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